DOCUMENT RESUME

ED 405 728 FL 024 203

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TITLE Korean Language & Culture Curriculum: Teacher's Manual [and] Student Activity Book.
SPONS AGENCY Illinois State Board of Education, Springfield.
PUB DATE 95
NOTE 149p.
AVAILABLE FROM Thomas L. Hansen, Secondary Level Education N-242, Illinois State Board of Education, 100 N. First Street, Springfield, IL 62777-0001; telephone: 217-782-2826.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Class Activities; *Conversational Language Courses; Course Content; *Cultural Awareness; Curriculum Design; Daily Living Skills; Education; FLES; Foreign Countries; Games; Geography; Grade 4; Grade 5; Holidays; Instructional Materials; Intermediate Grades; Interpersonal Communication; *Korean; *Korean Culture; Lesson Plans; Number Systems; Orthographic Symbols; Second Language Instruction; *Second Languages; *Sociocultural Patterns; Songs; Teaching Guides; Uncommonly Taught Languages; Visual Aids

ABSTRACT

The curriculum is designed to introduce Korean language and culture in grades 4 and 5, and consists of a teacher's manual and student activity book. The teacher's manual contains: an introductory section describing the curriculum's content and objectives, making suggestions for classroom interaction and discussions, and listing needed instructional materials for each unit; 19 lesson plans, each outlining objectives and procedures; and visual aids, games, recipes, readings, and other supplementary materials; and an annotated bibliography of 48 additional resources. Unit topics include: introduction to Korean culture; the Korean alphabet; greetings; the role of language; spelling and writing in Korean; schools; classroom relationships; identifying objects; counting and calendars; introducing oneself and others; family; Korean neighborhoods; food and markets; Korean communities in the United States; and national holidays and festivals. The student activity book contains exercises for the 19 lessons and the same visual aids, games, recipes, readings, and bibliography. (MSE)

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ED 405 728

KOREAN LANGUAGE & CULTURE CURRICULUM: STUDENT ACTIVITY BOOK

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Preface

Children in all cultures, using their own mode of communication, play games, sing songs, tell stories, and develop relationships with their family members, their teachers, members of the community and their peers. The drum symbolized on the cover of this curriculum is used in traditional Korean music. The flower, the Rose of Sharon, is the national flower and blooms profusely during the summer months.

This curriculum was written by Saehee Chang, an experienced writer and teacher, who has taught both the Korean and English languages. She was born in Korea but has lived in Kenya, Vietnam and the United States. She speakes Korean and English fluently and has studied Japanese and French. She has had wide experience in tranlating and writing in these languages. Her experience in living in both Korea and the United States for a number of years gives her a unique perspective from which to describe and teach about the Korean language and culture. She was assisted in the project by Eunhee Sohn of the Urbana School District #116 who was born in Korea and her daughter Angela Sohn who was born in the United States. Both are now living in the United States. Mrs. Sohn teaches Korean speaking children at M. L. King Jr. Elementary School in Urbana, Illinois. Dr. Nancy Abelman, Assistant Professor of Anthropology in the Department of Anthropology at the University of Illinois served as consultant for this project. Dr. Abelman, who is fluent in the Korean language, has written books about the Korean society and has taught elementary children. She has also lived and taught in the Korea. Project Director was Waunita Kinoshita of the Urbana School District #116.

This curriculum has been developed with the idea that students will learn the language as a tool for meaningful communication if they learn about the culture of the peoples in various areas of the world that use the language to communicate. The writers hope that teachers will find the information sections on aspects of the culture helpful to them and their students but these are not at all comprehensive and the writers hope that both teachers and students will find the resources listed helpful in discovering more about the language and culture. The writers hope that this curriculum will encourage eagerness to learn more and do further research. Vocabulary and structure, reading and writing, greetings, and common forms of communication are all introduced as they would naturally be used. The writers feel that there are a number of language textbooks that could be used effectively in conjunction with this curriculum.

No curriculum is ever complete. This curriculum should continue to grow. The authors invite you to send your ideas and suggestions which will make the curriculum more usable for language teachers, classroom teachers and their students. Comments and suggestions may be sent to: Waunita Kinoshita, Urbana High School, 1002 South Race Street, Urbana, IL 61801

This curriculum was developed with funding from the Illinois State Board of Education through the Federal Foreign Language Assistance Act.

INTRODUCTION

Modern Korean language is spoken not only in South and North Korea, but in many parts of the world. A significant number of Koreans living in North America, Japan, China, and the former Soviet Union share the common language and culture. Linguistically, the Korean language belongs to the Ural-Altaic language family of Central Asia. Korean, however, is quite unique in its sound and script, unlike Turkish or Japanese. Due to the significant number of Korean Americans in the United States, it is important to provide opportunites for American students to learn about the culture and the language of Koreans in the United States. This curriculum aims to provide a unique opportunity for non-native students of Korean to interact with Korean Americans and learn about the Korean culture. Equally important, similar to other Americans who share their history and culture, Korean Americans will be able to tell their history and share their experiences with others in the classroom through educational activities.

Additionally, this curriculum guide hopes to neutralize the stereotypical images of Korea, whether South or North. Despite the media focus on the rapid economic development of South Korea and the Los Angeles uprising and its impact on Korean Americans, there has not been much effort to implement school curricula and teach accurately about Korea. Since there is a significant lack of resources on North Korea, compared to South Korea, it will be difficult to incorporate complete images or information from North Korea. Nevertheless, the curriculum hopes to include the various regional characteristics of Korean culture and language, rather than providing a narrow perspective for teaching about Korea.

Hangul, the Korean alphabet or script consists of 10 vowels and 14 consonants which are combined to form different syllabic groupings. The script is quite simple and easy to learn and can be taught effectively in a foreign language classroom. King Sejong (r. 1418-1450) of the Chosun Dynasty (1392-1910) invented Hangul and allowed commoners to write and communicate in the indigenous language. Chinese characters are still used today and taught in the middle and high schools, but the main medium of instruction is through Hangul.

Korean Language and Culture Curriculum
Student Activity Book-Explore Korea!

UNIT 1. COMMUNICATING IN KOREAN

Lesson 1: Introduction of Korean Culture

1.1 What do you think of when you think of Korea?

Answer this question and think about Korea. You will be divided into groups of 4 or 5. In your groups, discuss about Korean culture, Korean things, and Korean language. Can you think of anything Korean? Have you tried Korean food or listened to Korean music?
You will have 10 minutes to think about this.

Write down 5 things in the space below that are Korean or related to Korea and share your ideas with the whole class:
1.
2.
3.
4.
5.

*Of course, if you know more, keep writing your ideas down. Make sure you talk to your classmates in the group to share your ideas.

HINTS: Look at the world map and look for Korea. Can you think of some clothing or toys you own that are made in Korea? Think of any Korean friends you know.

1.2 Wait! You are not finished yet. After you have discussed some of your thoughts with your group, your teacher will ask each group to share your ideas with the whole class. After the class discusses about Korea or Korean things, write down everything you learned about Korea today in your notebooks.

1.3 Try a Game!
Go to the school library or the neighborhood library with a friend to find out everything you can about Korea. Here are some questions for you to answer.

a. Where is Korea located in the world?
b. What is Kimchee?
c. What language is spoken in Korea?
d. What is the capital city of Seoul?
e. When was the Seoul Olympics held?
f. What are some Korean names that you know?

Lesson 2: Introduction to Han'gul.

2.1 Hangul is the Korean alphabet. The Korean alphabet is scientific and easy to learn. A famous and very important king named King Sejong invented Han'gul in the early 15th century. Let's learn more about the Korean alphabet. Answer these questions and discuss them with your classmates.

a. What is Korean language like? b. Do you know how to speak Korean? c. Do any of your family members and friends speak Korean? d. Where do you think Korean is being spoken?
e. How many people in the world speak Korean?

2.2 If you do not know the answers, ask your classmates who are Korean or look in encyclopedia in the library.

Next, think about these following questions:

a. How many people speak English? Look at the world map on the board and see if you can guess how many people speak English and how many speak Korean. The teacher will go over the questions with the class and review all the answers.

b. Now make a chart with your classmates of all the Korean speakers and the English speakers in your classroom, your whole school, and the whole world. Go to the library with your classmates and see how many people speak Korean in your community or in the world. You can work in small groups or ask your parents to help you.

2.3 Do you know Koreans live all over the world? Can you guess where some of these places might be? There are many Koreans living in the United States. These people are generally referred to as Korean Americans. Which cities do you think they live in?
Write your answers here:

a.

b.

c.

d.

**Did you know the Korean language uses Chinese characters called Han'ja in addition to Han'gul? Chinese characters were used by most upper class Korean males before Han'gul was developed. Only rich or educated Korean male scholars used the Chinese characters. Why do you think that King Sejong developed the Korean alphabet? Well, the King wanted all citizens to learn their native language to communicate with each other without using a foreign language. King Sejong wanted all Koreans to learn a vernacular language called Hunmin Chongum. Hunmin Chongum means "right sounds for the instruction of the people."

2.4 The Korean Alphabet-Han'gul.
Look at the characters below and try to trace them on your notebook. You can also make your own chart by tracing the characters from a Han'gul book. After you are done making the chart, you will learn to the pronunciation of the characters. Take your time to learn the pronunciation. Practice writing the characters slowly.

Lesson 3: Part A. Let's Greet In Korean!

3.1a How do people greet each other in Korean? Do they greet each other the same way as you do in the United States? How do students greet their teachers in a Korean classroom? How do you greet your friends and families? Talk to your classmates and discuss with your teacher about different greetings.

3.2a Watch the video "Discover Korea," and tell the class what you think about Koreans and their ways of greeting. You will now learn some basic greetings.

Hello (Are you in Peace?) an nyong, an nyong-haseyo (polite form)
Good Morning (Did you sleep well?) jal jas-uh, jal jas-uh-yo? and an nyong-i ju-mu-seyo (polite forms)
Good Night jal ja, jal jayo and an nyong-i ju-mu-seyo (polite forms)
See You Again! tto man-na (yo)!
Come on in! o-so oseyo!
My name is....(I am...) jo-nun .... imnida, Je irum-un ...imnida
Please excuse me shil-le hamnida

**Did you know that other languages use polite forms which show respect to people, especially older people or people you do not know very well. What languages do you know that use formal and informal forms of address?

3.3a Let's pretend you are a banjang!
A banjang is a student who is selected to be a classroom leader. A student becomes a banjang by demonstrating strong academic achievement and earning the respect of the classmates. Now, you are the banjang in a Korean school. You will lead the class and greet your teacher this morning. Use the above vocabulary list to help you. Korean students greet their teachers in the morning before class begins and in the afternoon when class is over. Sometimes, there will be different teachers for each subject. So, the students will greet the different teachers when class begins and ends.
*New vocabulary: teacher sonseng nim. Practice writing it here.

3.4a What is in a Korean Name?
Do you know any Korean friends? What are their names? Can you think of any Korean names? (Discuss with your friends and family about Korean names and be prepared to answer your teacher's questions.) You can look at a phone directory to look up Korean names. Now, what is a family name? What about a first name? Why do you think family names are important for people? Write down your answers:

a.

b.

c.

d.

When you write Korean names, the family name always comes first and the given name follows. The family is very important in Korean society, and Koreans show their respect for the family by using their family name. Let's look at a Korean name, Chang Saehee. Can you guess which one is the family name? Right, the family name is Chang (Jang) and the first or given name is Saehee.
Now, write your name is the Korean order.
Family Name _____, Given Name _____.
Great! You are ready to make a name tag with your name in Korean style.

3.5a Write in Korean! You are now ready to try writing your name in the Korean alphabet. Listen to the teacher carefully, and when you have finished reviewing the characters, the teacher will write your name in Korean on the board. Practice writing your name in your notebook. Then, label your belongings with your Korean name.

3.6a Did you know that Korean names are influenced by Chinese names? Do you know what Chinese names sound like? Common Chinese family names are Zhang, Jiang, Li, Liu, Song. Why do you think Korean names are similar to Chinese names? Look at the map and locate China. Koreans also use the complex Chinese characters to write their names. By looking at the Chinese characters, you can understand the meaning of the name. What are the common last names in Korea? What about in France or other countries in Europe? Can you think of common African names? Ask your friends, neighbors, or the local librarian to help you.

Lesson 3: Part B. What are Other Types of Korean Daily Greetings?

3.1b Review the Greetings.
Let's review all the greetings you have learned so far. Say all the greetings to your partner and ask the name of your partner. You can make up Korean names or use your name in the greetings. Think about when you would be using these greetings and pretend that you are meeting your partner in Korea. Have fun!

Now, let's try something new with your partner!

a. If you are in Korea, how will you greet your grandmother and grandfather? (Hint: use a polite form.) New Vocabulary: grandmother, halmoni; grandfather, haraboji.

b. If you are meeting each other for the first time.

c. You are riding the subway train in Seoul to go to school. You notice that a handicapped grandfather gets into the train. You decide to give up your seat. What will you say to the grandfather? First, write down your conversation in English. Then, the teacher will teach you some useful phrases in Korean.

*New vocabulary: "Please take a seat", "i jari e anjiseyo"; or "Sit here, please", "yogi anjiseyo".

3.2b Why do Koreans bow to others?

Did you know that people can communicate with their bodies? Stand in a circle with your classmates and see how many hand gestures and body movements you can make. One by one, go around the circle and try a new body gesture or a facial expression that you know. Listen to the teacher carefully and learn the body language of Koreans when they greet each other. Bowing to elders and other people is quite common in Korea. When you meet someone for the first time, you will nod your head forward to around 45 degree angle. Usually it is a quick tilt of the head. However, when you are showing respect to your grandparents or to your teacher, slowly bow your head to an approximate 90 degree angle. Try it! Your teacher will also demonstrate how to bow traditionally during the New

Year's Day when children greet their relatives and receive small pocket money. (saebae)

3.3b Discussion for today's lesson. Share your thoughts with your classmates. So, what do you think about greeting in Korean? Are you comfortable bowing to your elders when greeting them? Are there any similar greetings in the United States? Think about why Koreans use respectful forms in their language. How do you think Americans show respect when they are speaking to others?

Lesson 4: Let's See How Languages Relate to Each Other!

4.1 Why is langauge important to us?
Let's talk about why language is important to all of us? Think about this question carefully and write down all the reasons why language is important.

a.

b.

c.

d.

e.

What languages are spoken around the world? Name five languages you know.

1.

2.

3.

4.

5.

How many languages can you speak? _____

4.2 What is the relationship between Korean and English?
Can you guess what English words are used in Korean? Guessing is o.k. too. Find a partner and work with your partner. List all the words you can think of below.

a. b.

c. d.

e.

After you have finished writing down your ideas, present them to the class. Your teacher will make a chart on the board so that all of your ideas will be listed.

If you cannot guess and do not know any words, that is all right! Below is a short list of some of the English words used in everyday Korean. Make a chart of these words in class.

1. MacDonald's
2. Hamburger
3. Bus
4. Taxi
5. Carpet
6. Skirt
7. Jeans
8. Radio
9. Coffee
10. Television
11. Comedy
12. Drama
13. Hotel
14. Banana
15. Ice-Cream
16. Juice

** Did you know that many Japanese words are used in Korean? Japan occupied Korea from 1910 to 1945 so Korea was under colonial rule and a Japanese colony for 35 years. Do you know what colony means? Look it up in the dictionary if you are not sure. Some words borrowed from Japanese are: furniture (kagu), bag (kabang), car/wheel barrow (kuruma), onion (damanegi) and slipper (jori).
Also, find a Korean newspaper in your community library or Korean grocery store. Do you notice the complex characters found in the Korean newspaper? Yes, you are right. Those characters are in Chinese. China and Korea not only share a geographic border, but the two countries are closely related in culture and history.

Lesson 5: Let's Spell and Write in Korean!

5.1 It is fun to write in Korean. Listen and watch the teacher carefully. After you have reviewed the Korean alphabet, try writing some words and short phrases below. Feel free to use a dictionary and ask for help. Start with these words:

a. Hello
b. Goodbye
c. Your name
d. Thank you
e. School
f. Teacher
g. It is nice to meet you
h. Please have a seat
i. I like Korean.
j. Monday
k. Mother
l. My name is...

5.2 Make a Korean Friend!
How would you like to write to a Korean pen pal? Well, it is very easy to do. Your teacher will give you some names of Korean students in Seoul and other cities in Korea. You will select the student who has similar interests with you. You are ready to have a pen pal and write letters to your pen pal. The student will write you letters in Korean and English. When you reply, write in English. However, try to write some short phrases in Korean and ask your pen pal to teach you some words in Korean. Make sure you introduce yourself to your Korean friend and ask your pen pal about Korean schools and life in Korea.

Some useful Korean vocabulary:
Dear Friend: chingu ege, From: Your name ga.
Writing from the United States: Migook esuh.
I will be waiting for your letter: Pyonji gidarilkke.

5.3 What is in a Diary?
Do you know why people keep diaries? Korean children write in their diaries too. They show their diaries to their teachers once a week. Writing diaries can help students write better. It is also fun to write about your thougts and the day's events. Korean children also write their own personal diaries and keep them in a "secret" place, just like you. Before you go to bed, write about your experiences learning Korean and Korean culture. If you remember one or two Korean words, write them down. Please show your diary to your teacher every week.

UNIT 2. LEARNING IN SCHOOL

Lesson 6: What are Schools Like in Korea?

6.1 Let's learn about Korean schools:
What do you think Korean schools are like? How many students are in one classroom? Do you think they have P.E. classes like the United States? What about uniforms? Do Korean children wear uniforms to school? Talk about these questions in your group. Each group will write their answers on the blackboard. After you have finished talking about Korean schools, you will watch a video on Korean schools today.

6.2. Are Korean schools like American Schools?
Could you see any similarities between Korean and American schools in the video?

What are the similarities?

a.

b.

c.

d.

What are the differences?

a.

b.

c.

d.

Talk about these similarities and differences with your classmates.

6.3. How do you say "school" in Korean?

Korean schools also use objects like the blackboard, chalk, pencil, school book and backpack. Learn how to say these words with your teacher and practice writing these objects in your notebook.

a. school- hak' kyo
b. blackboard- chil' pan
c. chalk- bun' pil
d. book- chek
e. pencil- yeon' pil
f. backpack or book bag- chek' kabang
g. clock- shi'gye
h. desk- chek' sang
i. chair- el'ja
j. lunch box- doshi' rak

6.4 How to make a school timetable.

Korean children use timetables to plan their day in school and after school. Many timetables are already made and sold in school supply stores called munbang' gu. Timetables are called shigan'pyo in Korean. Many schools in Seoul use the timetable. However, some school children may not use it in other areas of Korea. Trace the timetable below and cut out your own timetable. You will need to use thick markers and bright colors to fill in the lines and class times. List all the times on one side, and write down all your classes in the subject columns. You can also try to write the subjects in Korean. Have your friends and your teacher help you if you get stuck! Enjoy your timetable!

6.5 Today's Discussion- Korean schools on Saturdays.
What do you do on Saturdays (toyo'il)? Guess where Korean children go on Saturdays? That's right, they go to school in the morning and come back home at lunchtime. Do you think you will like to go to school for one-half day on Saturdays? Korean children are used to this custom, and they do not mind going to school on a weekend. Japanese students also go to school on Saturdays. What other countries have school on Saturdays?

6.6 Exploring your Korean neighborhood.
Today, you and your classmates will learn about Koreans in your neighborhood. Did you know that there are many Koreans living in your community? Places where you will find Koreans are: Korean churches, Korean stores, and Koreatowns.

Prepare for your visit by thinking about some questions to ask your Korean neighbors.

1.

2.

3.

4.

5.

Did you know that you can visit a Korean church and listen to the service in English? Did you know that you can find many interesting foods and spices in Korean grocery stores? If you visit Koreantown, write down your impressions of the neighborhood. Write down how many churches there are, how many grocery stores there are and what kinds of new things you learned about Koreans. Remember, try to speak to them in Korean. You have learned many useful phrases by now! Practice speaking and have fun!

Lesson 7. Relationships in a Korean Classroom.

7.1 Let's talk about class order and respect in Korean classrooms.
What does class order mean in Korean schools? And why do students respect the teacher and each other? In Korean classrooms, one student is elected to become the class leader (ban'jang) or president, and another student is elected as co-leader or vice-president (bu ban'jang). Although everyone in the class is treated equally, the teacher and sometimes the students elect the ban'jang and the bu ban'jang.

Do you know any other schools that have a class order or use some form of hierarchy? Do you know what hierarchy means? Get into your assigned groups and go to the library to see what kinds of group order there are in certain cultures. Ask your friends, your teacher, and your parents to help you. (Keep in mind how American classrooms are and try to compare the class order in American classes with other school systems.)

7.2 Let's work in groups.
In Korean culture and other Asian cultures, the group plays an important role in society. Americans also value group work and group projects. The Korean school is where you can find a strong "we" mentality where the class works together as one group.

You and your classmates will play Yut nori, a traditional Korean board game. This game will allow you to work in groups and show you how important group work can be. Your teacher will hand out the directions to one person in your group. That person will read the directions and the rest of your group has to listen carefully. One person in your group will throw the 4 sticks and then one person will move the gamepiece along the board. Remember to listen to the directions carefully and good luck!

7.3 Review your Korean.
Do you remember how to say all the basic greetings in Korean? How do you say "hello," "good-bye, teacher," "My name is....," "John is the vice-president of our class."
Say them aloud and repeat them to your partner.
Next, you and your partner will prepare a mini-skit and role-play. Your teacher will explain what role-playing is. This is an opportunity for your to practice your Korean.

7.4 Let's have lunch!

In Korean school, lunch time is an opportunity for students to share their food with their friends and to have fun with their friends. Students use chopsticks and spoons to eat their lunches. Chopsticks are called jut'garak and spoons are called sut'garak. Many primary, middle, and high schools in Korea do not serve lunch like American schools since they do not have such facilities as the schools here. Students bring their lunches from home, like many Americans. Lunch boxes called do' shirak are prepared by the mothers at home. There are many delicious kinds of foods in the do' shirak. Can you guess what kinds of food Koreans like to eat? Have you had Korean food before?

Here is a list of food items that are popular in Korea: rice, chinese cabbage, fish and many types of seafood like squid, egg, all kinds of meats, soy sauce, garlic, seaweed.

Have you ever been to a Korean restaurant? Try to visit your local Korean restaurant. Ask your parents and friends to take you to a Korean restaurant nearby. If you visit cities like Los Angeles, New York, Chicago, Washington D.C. and Atlanta, you will find many delicious Korean restaurants.

What's on the menu today? Here are some popular Korean dishes.

1. bibim'bap- rice dish with assorted vegetables, barbecued beef, and egg.
2. bul'gogi- Korean barbecue beef marinated in soy sauce, sesame oil, sugar, and other spices
3. gal'bi- Korean barbecue ribs (similar to bulgogi)
4. jap'chae- thin, transparent mung bean noodles with assorted vegetables and meat.
5. bindae'ttuk- mung bean fried pancakes with pork and vegetables.

7.5 Cleaning the classroom.

Do you clean your classroom? No? Of course, the janitors clean your classroom in the United States, right? Wait a minute, what about cleaning up your own desk and gathering your belongings when school is over? In many Korean school, the students clean their classroom every week or sometimes, everyday. The students clean the windows, mop the floor and dust and polish the desks. Do you think you would like to clean your classroom? Why do you think Korean students clean their classrooms?

*Chungso shigan means cleaning time.

Lesson 8: What is this Object?

8.1 How many classroom objects can you name in Korean? Listen to the teacher carefully and be ready to answer her question.

a-What is this? i' guss eun mu'ut iyeyo -It is a clock. shi' gye yeyo.

b -What is that over there? juh' guss eun mu'ut iyeyo?
-That is a notebook. juh'guss eun gong' chek iyeyo.

c- This is a blackboard. yo'gi in'neun guss' eun chil' pan iyeyo.

Use the above sentences to identify other objects in the classroom. Practice with a partner and take turns.

8.2 Writing sentences.
Below, you will find different objects. Write a sentence for each using different locations. Try it on your own first, then compare your sentences with your classmates.

a. chalkboard

b. pencil

c. eraser

d. bookbag

e. ruler

f. flag

g. clock

Lesson 9: Count Your Way in Korean!

9.1 Let's learn to count in Korean.
Koreans also use roman numerals but the pronunciation is completely different in Korean, as you might have guessed. Repeat after the teacher and say these numbers out loud many times. After you have finished pronouncing the number, you can practice writing the numbers by using the guide below.

How do you say:		
1. one:	hana	il
2. two:	dul	i
3. three:	set	sam
4. four:	net	sa
5. five	da'sut	o
6. six	yu'sut	yook
7. seven	il'gop	chil
8. eight	yu'dul	ppal
9. nine	ah'hop	gu
10. ten	yul	ship

9.2 Calendar Making.
Did you know that Koreans use both the western and Chinese way of counting? Do you know what a Gregorian Calendar is? What about a Lunar Calendar? That is right, the Gregorian Calendar is the calendar used in the United States and all over the world. Many Asian countries, however, also use the Lunar Calendar to celebrate the Lunar New Year, birthdays, and many other special holidays. Today, you and your classmates will make a Lunar Calendar and compare it to the Gregorian Calendar. Listen to your teacher for important instructions. Make sure you use red crayons or markers to circle the Lunar holidays.

9.3 Yut Nori.
Do you remember this game? When do Korean children and adults play this game? Again, you will be paired in your groups to play this game together. This time, you will count out loud the number of dots the sticks display when you throw them. Please use Korean to count! This is a great way to practice, isn't it?

UNIT 3. INTERACTING WITH FAMILY AND FRIENDS

Lesson 10: Introduce Yourself and Your Family

10.1 What are you and your family like? Describe yourself and think about your personality? What do you like to do? Who are your friends? What is your family like? Tell how many members are in your family and introduce them to your classmates?

10.2 How to make introductions in Han'guk mal.

Repeat the words below and try to make self and family introductions in simple Korean.

My name is_____. jae i'rum eun_____

What is your name? i'rum eun mu'ut iyeyo?

How old are you? myut ssal iyeyo?

I am _____ years old. Ju neun yul (ten) ssal iyeyo.

I live in the United States. Migook e suh sal'ayo.

I have two older brothers and one younger sister. (From a boy's viewpoint)
ju neun hung ee dul igo, dongseng is hana iss'uyo.

Write about your family here using Korean:

10.3 Korean words for family members. Let's try to say these words together and listen to the teacher for prononciation tips.

Family	ga'jok
Older Brother of a boy	hyung
Younger Brother or Sister of both girl and boy	dong'seng
Older Sister of a boy	noo'na
Older Sister of a girl	un'ni
Mother	uh'muni, um'ma
Father	ah'buji, ap'pa
Grandmother on Mother's side.	(weh) halmoni
Grandfather on Mother's side.	(weh) halaboji
Grandmother on Father's side.	(chin) halmoni
Grandfather on Father's side.	(chin) halaboji
Aunt on Mother's side.	imo
Uncle on Mother's side.	sam'choon
Aunt on Father's side.	gomo,
Uncle on Father's side.	samchoon
younger uncle	ja'geun appa
older uncle	keun appa
Older Brother of a girl	o'ppa

** In a Korean family, there are different words used to address family members. There is a difference between the maternal line, the mother's side, and the paternal line which refers to the father's side of the family. In English, there is one word for aunt and uncle, whether they are on your father's side or your mother's side. Many Asian cultures use different names for their relatives and sometimes, it can be difficult to remember all the correct names. Nevertheless, it is a lot of fun to learn some of this new vocabulary!

10.4 Why is my family important to me?
Discuss with your friends and your family members why your family is important. Can you live without your parents or your siblings? Why do you think there are family reunions? Do you know what a reunion is? Korean children believe that their family is important to them, just like you. There are many family activities, especially during the holidays. Can you think of some special holidays with family gatherings?

Lesson 11: Create your own Family Tree!

11.1 Find out about your family and your family's history.
Before you make your own family tree, find out information about your family and your extended family. Do you know what an extended family is? What about a nuclear family? Ask your parents to help you if you are not sure. Make sure you understand your family history and write down information in your notebook.

a. You can use actual photographs of your family members. If you do not have any current pictures, you can use old pictures or take new ones! Also, you can draw your family members on thick cardboard, using lots of colors!

b. Make your family tree. Make sure you work with your friends if you need help and ask your teacher for advice too! Good luck and have fun with your family tree.

11.2 Practice in Korean!
After you have finished making your family tree, share the tree with your classmates. Try to use Korean to introduce your family members and relatives. You can speak in English some but try to use as much Korean as possible. It will be fun to use Korean and quiz each other on Korean names for family members.

Lesson 12: What is Filial Piety and Who is Confucius?

12.1 In Korean society, "filial piety" is really important to families. Do you know what filial piety means? Basically, a son or a daughter respects their parents and maintains a very close relationship with their parents. Also, Confucius, a well-known Chinese philosopher established an order for family members. His order is known as the Five Relationships. Confucius believed that there should be respect and love between the husband and wife, elder brother and younger brother, ruler and ruled, teacher and student, and between friends. Koreans agreed with Confucius and followed the rules of Confucius.

12.2 Is there any similar rule or order in the United States?
How do you show your respect to your family? For example, what types of activities do you do with your parents? How do they show their respect

and love for you? Do you think that showing respect to your parents is important? Why or why not? American children tend to have more independence than Korean children. How do you think filial piety will work in American families?

12.3 Read the book about Shimchung, the Blind Man's Daughter. Shimchung is a filial daughter who displays her respect and love for her blind father. Many Koreans believe Shimchung is a role model. What is a role model? What did you think of Shimchung after you read the story? Do you think she is filial to her father? Why? Would you do what she did? Do you think this story can take place today?

Go to your local library and read other folktales on Korea. Try stories like Kongjui and Patjui (Korean Cinderella) and The Sun and the Moon.

UNIT 4. LIVING IN A COMMUNITY

Lesson 13: What is a Korean Neighborhood Like?

You will be surprised how Korean neighborhoods look more like your neighborhood these days. There are many big cities with lots of skyscrapers and modern buildings. You can also find small towns like your hometown, where people know each other and walk or bike to nearby stores and schools.

13.1. Get together with your classmates and read about Korean cities and villages. Some nice books to read are A Family in South Korea, Orini Maul (Children's Village) books, Children of the World: South Korea, and Chi Hoon: A Korean Girl.

Can you tell what types of cities and villages are in Korea? Do you think they look similar to the ones you live in? What is different about Korean cities and villages? Discuss with your classmates and teacher about Korean cities and neighborhoods.

13.2. Do you know the names of any Korean cities?

The capital city of South Korea is Seoul. Pyongyang is the capital city of North Korea. Try to find out what other major Korean cities you know. For example, look at the map and locate these cities:

In South Korea,
a. Pusan
b. Inchon
c. Kyoungju
d. Kwangu
e. Taegu
f. Taejon
g. Cheju Island

In North Korea,
a. Songjin

13.3 Explore a Korean Neighborhood with Your Videocamera.

Videomaking is an important project that can be a lot of fun. Your classmates and your teacher will all work together to make a video on Koreatowns and neighborhoods in your community.

Before you begin videotaping, you need to write down some questions that you want to ask Korean residents in your neighborhood. You will go on a fieldtrip with your classmates and have lots of time to look around the Korean neighborhood. Think of some places you want to visit: school, cultural center, grocery store, restaurant, bookstore, and church.

After you have thought about the different questions you will ask Koreans, you can think about who will interview. You and your classmates can take turns but your teacher will use the videocamera to record the interview. Good luck now and enjoy your interview!

*Here are some Korean words and phrases you can use to introduce yourself to begin the interview: Remember to use the greetings you learned to introduce yourself to the other person.

- chu'eum bek'kess sseumnida. It is nice to meet you.
- interview reul hago ship sseumnida. I would like to interview you.
- gwen'chan kkess sseumnika? Is it all right?
- shi gan neju shusuh gam'sa hamnida. Thank you.

13.3 Building a Neighborhood Model.

Imagine that you are an architect working in Korea. The city government in Seoul wants you to build a new neighborhood in Korea. Use any types of materials that you can find in the classroom and local stores to make a model of your neighborhood. You will divide into small groups to work on the model.

*Helpful Hints: Talk to each other about what kind of a plan you want to make. Use as much Korean as possible. Ask your teacher for words you don't know. It is easier to draw a plan first to see what kind of a neighborhood you would like to build. Ask your teacher, parents and friends to help you. Look at books on Korean villages and cities for ideas. Make sure you have everything that is important in your model.

After you build your model, color and decorate your model. Then, you will be asked to label the different buildings and areas like shops, schools, markets, restaurants, churches, temples, parks, post office, and zoos.

Lesson 14. Let's Visit a Korean Market!

Your Korean neighborhood model looks great! We will explore the differents places of your model and learn more about the places in detail. You can take turns talking about the places such as parks and schools. Now, let's see what a Korean market is like.

* Do you know what people sell at Korean markets? Guess? What do you think people sell in markets in the United States? Have you been to the Farmers' Market in your town? Have you heard of the South Gate Market? What about the East Gate Market? These markets sell everything, from clothes, food, housewares, plants, pets, and shoes. The two markets are located in the city of Seoul. The workers and sellers get up very early, around 3 a.m. to start their day.

There is another interesting market called the Gahrakdong Agriculture and Seafood Market. This market sells fresh fruits and vegetables, seafood, and meat products. You can take a tour of the market when you go to Seoul. Many kinds of seafood are sold here. Can you name some seafood you know? What kind of seafood do you think Koreans like to eat?

14.1 Make a Food Chart.
You and your classmates can talk about what things Koreans like to eat and make a food chart. Read about Korean customs or holidays in many books. These books can help you identify some of the food products.

14.2 Visit the local Korean grocery store.
What are some of these food products? Have you ever tried any of these? Squid, Seaweed, Rice, Kimchee, Tofu, Bean Sprouts, Clams, Persimmon, Korean Melon, Asian Pear, Rice Cakes, Rice Crackers, Soy Bean, Soy Bean Paste, Garlic, Ginger, and Chinese Cabbage.

New Vocabulary: How do you say food in Korean?

Food: eum'sik	Seaweed: mi'yuk	Soup: guk
Rice: ssal	Cooked Rice: bap	Side dishes: ban'chan
Vegetables: ya'chae	Beef: sogogi	Pork: dweji gogi
Seafood: haesan mu	Squid: ojing'uh	Seaweed: miyuk

This is delicious! mashiss ssuhyo!

Lesson 15: Korean Communities in the United States.

The first group of Koreans came to the United States starting in the late 1800s and continued to migrate to this country until the 1920s. From the 1960s, many students and workers arrived to the United States. Koreans who were born in the United States and lived in th United States for a long time are known as Korean Americans. Most of them speak Korean, however, some Koreans, especially the younger generation, do not speak Korean very well. They are just like you and are interested in learning the Korean language and about the Korean culture.

15.1 Visit a Korean neighborhood in your community. For those of you living in small towns, you will have to visit a larger city to find a Koreatown. The major Koreatowns are located in Los Angeles, New York, Chicago, Washington D.C. and Atlanta.

Try to visit these places: Korean restaurant, Korean Saturday School, or Korean church. If you live in a big city, you can also visit the Korean consulates or the Korean embassy in Washington D.C. Do you know what a consulate and an embassy is?

15.2 What did you think?
Write down your thoughts in your dairy about the day after you get back from your trip. What did you think about the Korean neighborhood? Is it like your neighborhood? Why or why not? What did you like about the Korean restaurant? What was the most interesting part of the neighborhood? In class, share your thoughts with your classmates. They will also have a chance to tell you what they learned.

UNIT 4. CELEBRATING FESTIVALS AND HOLIDAYS IN KOREA

Lesson 16: National Holidays and Festivals of Korea.

16.1 What is your favorite holiday?
Name your favorite holiday? Perhaps you have more than one favorite holiday. The teacher will ask you to write down your favorite holidays on the board.

Do you know any Korean holidays? What kinds of festivals are popular in Korea? Try to think about what holidays Koreans celebrate which are also celebrated by Americans.

16.2 What are the Korean holidays and festivals?
There are many holidays and festivals in Korea. Koreans love to spend time with their families and enjoy eating delicious food during the holidays. Look at the Korean calendar.

Learn how to pronounce these holidays

.
*New Year's Day, January 1 sul nal
*Lunar New Year, usually falls in early or mid-February gu jung
*Independence Protest Day, March 3 sam il jul On this day in 1919, Koreans protested for their independence from Japanese colonial rule.
*Tree Planting Day, April 5 shik mok il
*Children's Day, May 5 urini nal Children receive gifts from their parents and spend time with their families.
*Buddha's Birthday, around early May boo chunnim oshi neun nal
*Parent's Day, May 8 unbuyi nal
*Han'gul Day, October 1 han'gul nal, Koreans celebrate the founding of the Korean alphabet.
*Harvest Moon Festival, around the end of August or early September chu'suk Korean Thanksgiving Festival.

Korean children also celebrate holidays that American children celebrate. Children paint eggs on Easter, exchange candy and gifts on Valentine's Day, and decorate trees for Christmas.

16.3 Calendar with Korean Holidays.
You will be paired with a friend for this activity. Make a calendar. Then, write down all the Korean holidays in your notebook. Find a red pencil or pen and circle all the Korean holidays. After your calendar is completed, you can ask your friend to name the different types of holidays. See how many holidays you can name!

Lesson 17: Reading about Korean Traditions and Holidays.

17.1 Read some of the traditional stories/books in your room or the library about traditions and holidays in Korea. Look at the accompanying pictures. What are some of the cultural symbols in Korea? There are interesting national symbols in Korea. Can you identify some American national symbols or mascots? Every country has its own distinct symbols such as the flag, a flower, a traditional dress or mascots to represent their culture.

You can learn some of the names of the Korean symbols.

a. The Korean flag has a special name. It is called tae'guk gi. In Korean, flag is called guk gi. The colors of the flag are white, black, blue and red. Find out what a Korean flag looks like from your local library. Make a large model of the Korean flag and hang it in the classroom.

b. The Korean national flower is the rose of sharon. In Korean, rose of sharon is called mu'gung hwa. Do you know what it looks like? What is the national flower of the United States? What is the state flower of your home state?

c. The national costume is called the Hanbok. Hanbok means Korean dress. Do Americans have national costumes? What are they and did you ever wear some type of a costume before? For what occasions do people "dress up" in the United States. Koreans dress up on special occasions too. Koreans wear the traditional dress during weddings, birthday parties, funerals, and for other ceremonies. Korean women wear the hanbok, which is made of chima (skirt) and jogori (short top).

d. What is a mascot? Schools and sports teams have special objects or animals as their mascots. In Korea, the traditional animal that is considered a national mascot is the tiger. There were many tigers living in Korea a long time ago. Today, it is really hard to spot a wild tiger in the mountains of Korea. Korean children go to zoos to see tigers. Do you remember the Olympic Games that were held in Seoul? In 1988, the mascot for the Seoul Olympics was a tiger called Hodori.

Lesson 18: Let's Celebrate!

18.1 Discussion: You have learned a lot about Korean holidays. Think of what types of holidays you might like to celebrate when you are in Korea. Also, ask your Korean classmates or your Korean neighbors what types of holidays they celebrate at home. Not everyone celebrates certain holidays. They may have religious or other reasons for not celebrating all the traditional holidays.

Making a Survey: You and your classmates can see what common holidays and festivals Koreans and Americans celebrate. You can ask your friends, local Korean business owners, family friends and see how many Koreans in your community celebrate Easter, Thanksgiving, Halloween, Christmas and New Year's Day.

18.2. Re-creating holidays in the classroom!
Work together with your teacher and your classmates to celebrate a Korean holiday. Think of what kinds of foods you need, what you want to wear and what kinds of games or activities you will have. You will be divided into groups and each group will present their re-created Korean holiday to the class. Invite your parents and friends to celebrate the special holidays with you.
Your teacher may also record your performance!

Appendix

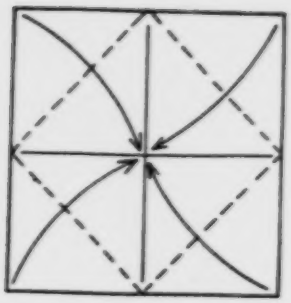
Bulgogi

Ingredients:		
	beef (thinly sliced)	3 lbs.
	ajimirin (sweet cooking rice wine)	1/2 c.
	soy sauce	1/2 c.
	sugar	1/3 c.
	sesame oil	1/4 c.
	green onions (chopped)	1/2 c.
	garlic	1 teas.
	black pepper	1 teas.
	roasted sesame seeds	1/2 teas.

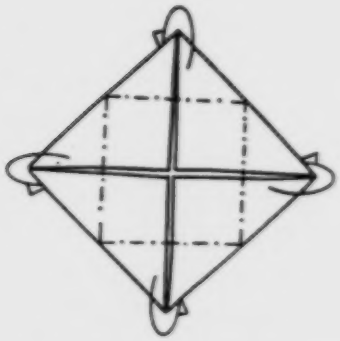
Directions: Combine all of the ingredients, except the beef. Layer the meat in a pan, alternating the meat and the sauce until both are used. Refrigerate for a least one hour or overnight if possible. Then pan fry or grill over an open flame for a more delicious meal. Serve with plain white rice.

<전통적인 밥상 : 우리 조상들은 여러 가지 재료를 이용한 맛있는 음식을 만들어 훌륭한 밥상을 차리는 지혜를 보였다.>

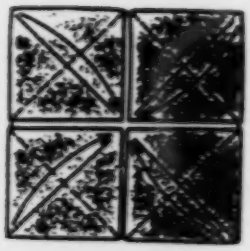
Man's Pants (1)



Fold each of the four corners in so that it forms a smaller square.



Turn the paper over and fold towards middle again.



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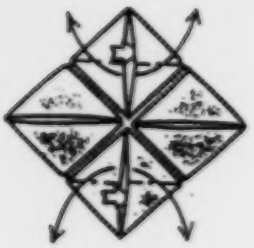
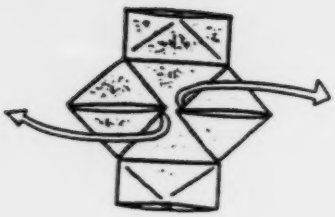
Your paper should now look like the picture shown here.

Turn the paper over.

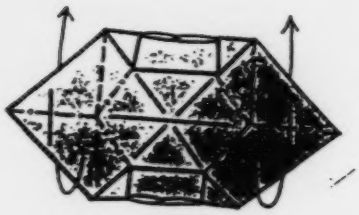


Put your finger in where the larger arrows are pointing. Pull until the paper becomes flattened out. Repeat for the corner that is right below it.

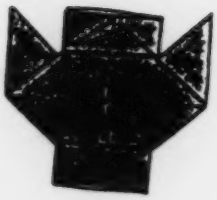
Man's Pants (2)



Take the two corners that are still folded and pull them out until the paper becomes flattened out. (If the top and bottom become unfolded in the process, just fold them so that they look the same as they did before.)

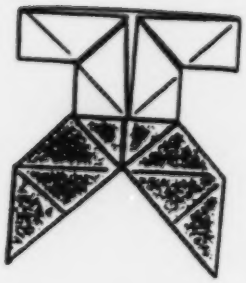


Fold the outer right hand corner in half. Repeat for the left hand corner. (The middle of the paper should not be folded at this point.)



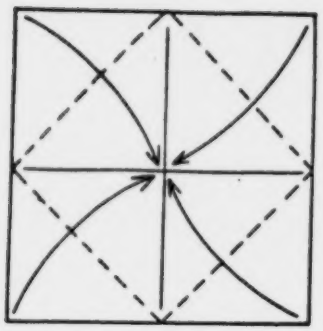
Fold the paper in half so that the top and bottom meet together. (This fold should be in the opposite direction of the previous folds.)

Press together and your pants are complete.

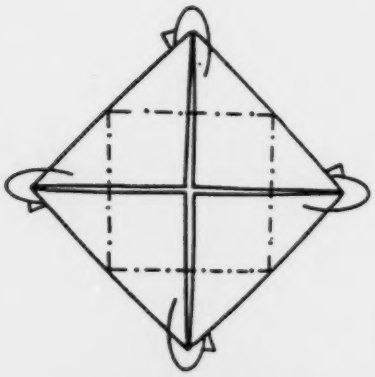


Connect the shirt and the pants and secure with glue.

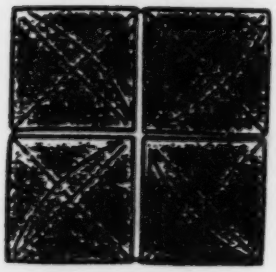
Man's Shirt (1)



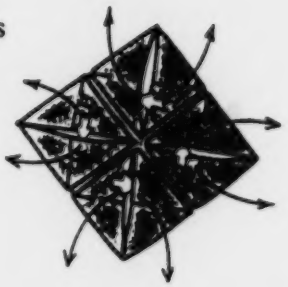
Fold each of the four corners in so that it forms a smaller square.



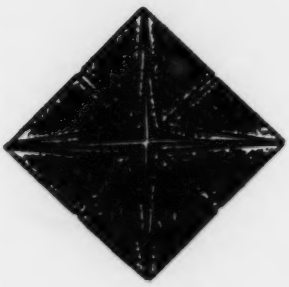
Turn the paper over and fold towards middle again.



Turn the paper over and fold towards the middle again.



Put your finger in where the larger arrows are pointing. Pull until the paper becomes flattened out. Repeat for all of the corners.



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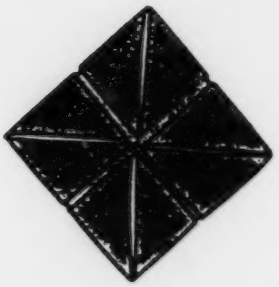
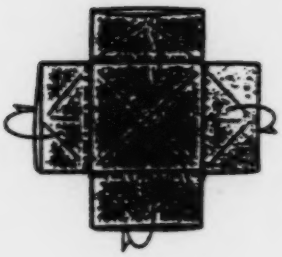
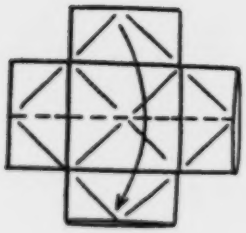


Turn the paper over.

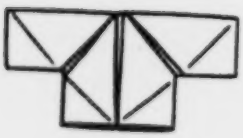
Man's Shirt (2)



Press the paper flat.



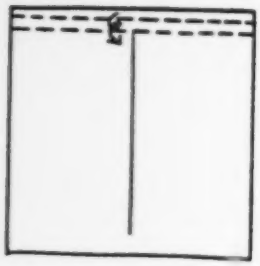
Fold in half as shown in the picture.



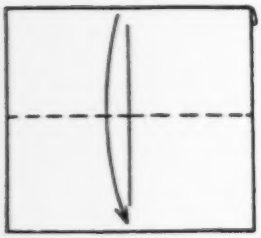
Your shirt is now complete.

Lady's Top (1)

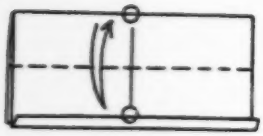
Note: When making a lady's top and skirt, the paper for the top must be 1/4 the size of the skirt paper.



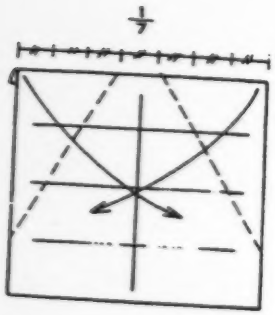
Fold a very small section of the paper as shown.
Fold over once more.



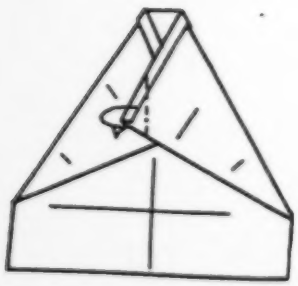
Flip the paper over and fold it in half.



Fold in half once more.
Unfold .

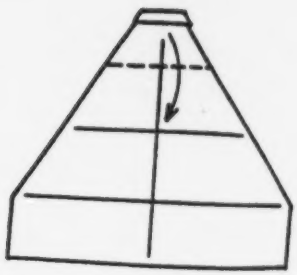


Making sure that the tiny folds are still in place, fold both sides diagonally as shown in the picture.

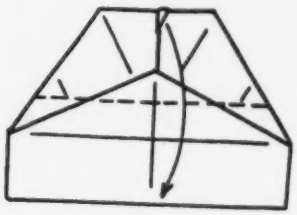


Make sure that the flap on the left side is under the right side flap.

Lady's Top (2)



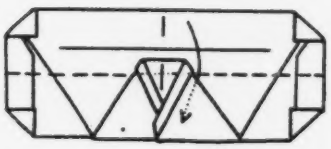
Turn the paper over. Following the fold, fold down.



Turn the paper over, and fold in half.

Fold the edges in on each side as shown in the picture.

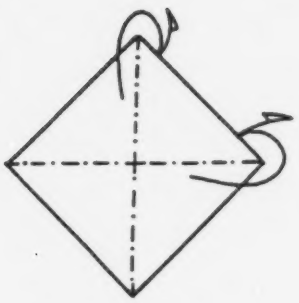
Fold in a small section of the four corners as shown in the picture.



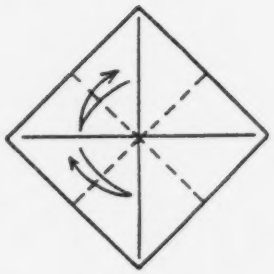
Fold in half, making sure that the top flap is under the collar.

To secure any loose parts, glue together, but do not glue bottom because it must be attached to the skirt.

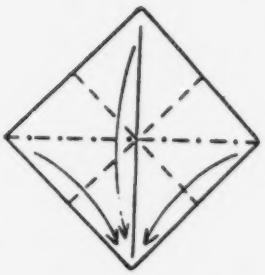
Skirt (1)



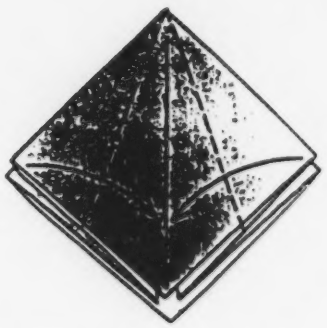
Fold the paper diagonally so that it forms a triangle. Unfold. Fold the paper in the other diagonal to form another triangle. Unfold.



Fold the paper in half so that it forms a rectangle. Fold in half again so that it forms a square. Unfold completely.

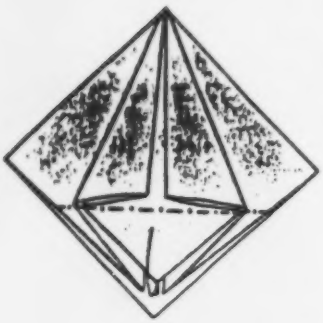


Place the paper as shown. As you fold in half, press the sides folds (dotted lines) in at the same time. (This step can be rather tricky. It should look like the next picture when complete.)

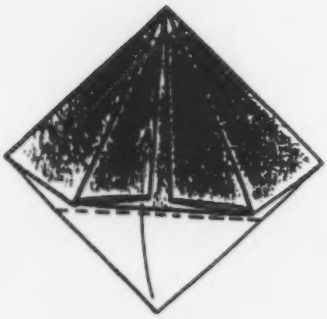


Fold the flaps (just the top layer of paper) in toward the midline.

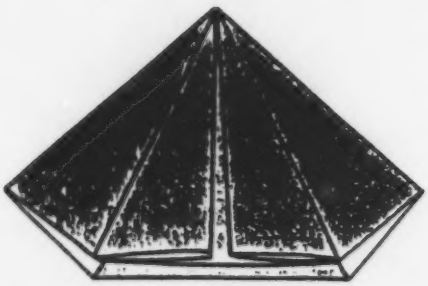
Skirt (2)



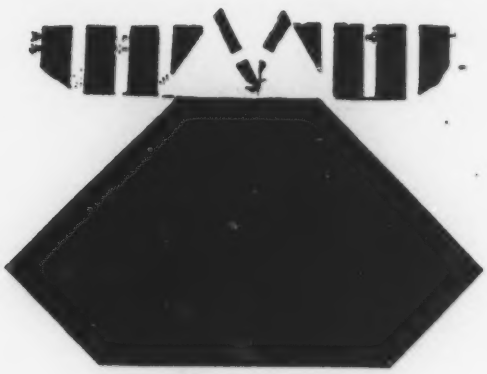
Tuck the bottom paper (still just the top layer) under, so that it does not show.



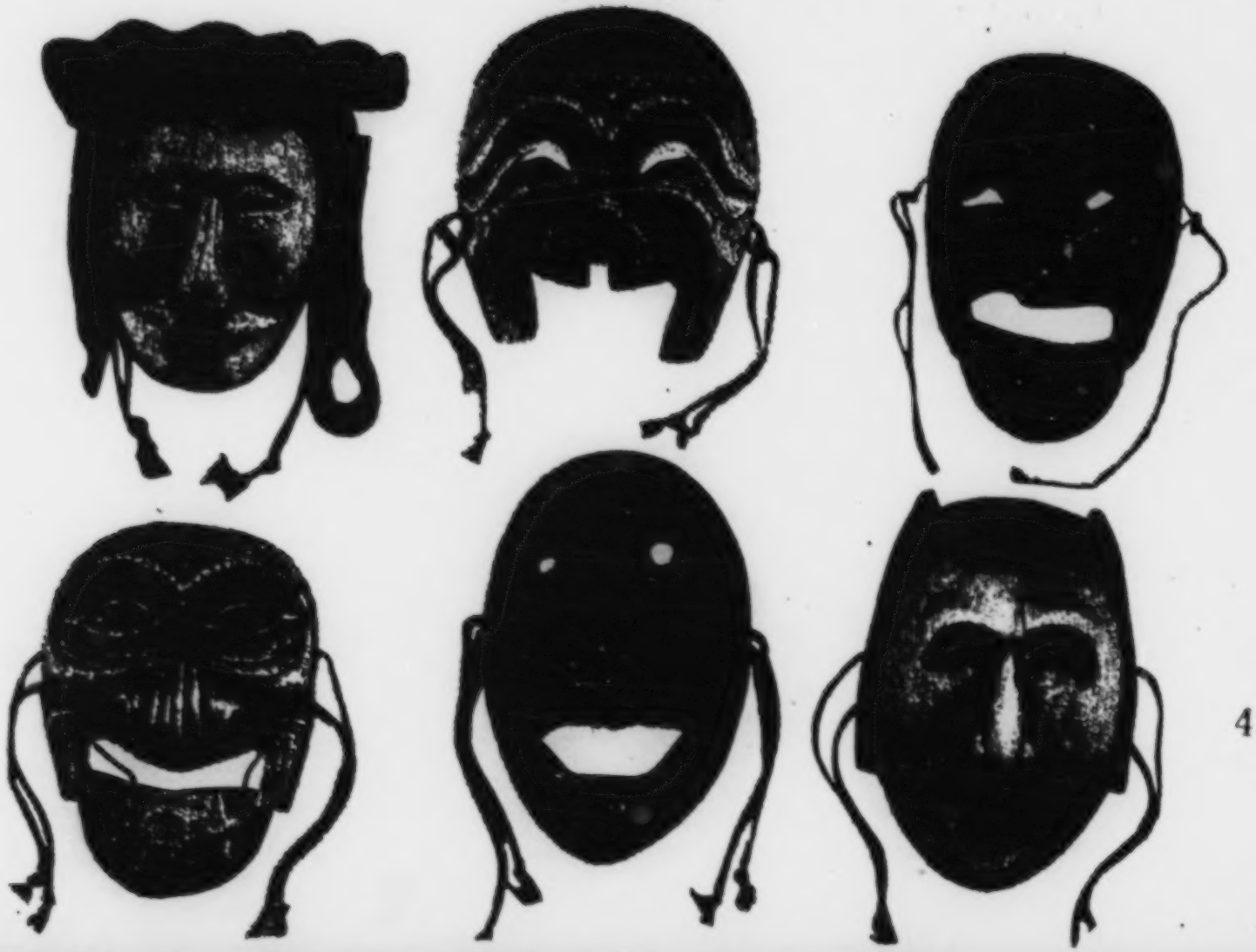
Fold the bottom layer of paper in and under so that it cannot be seen.



The completed skirt should look like this.



To secure the top and skirt, glue together.



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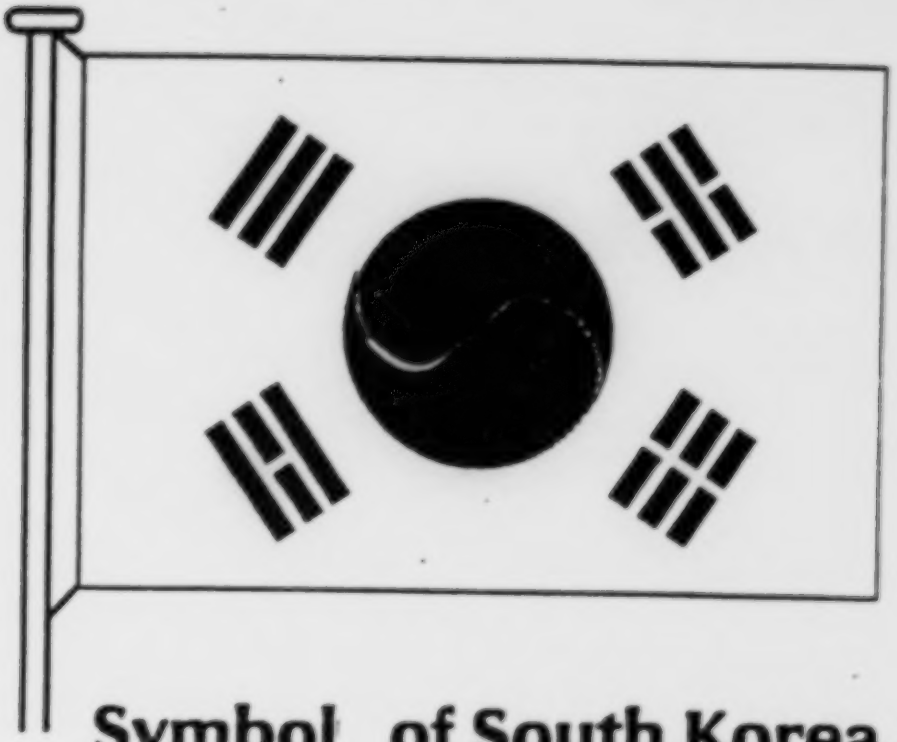
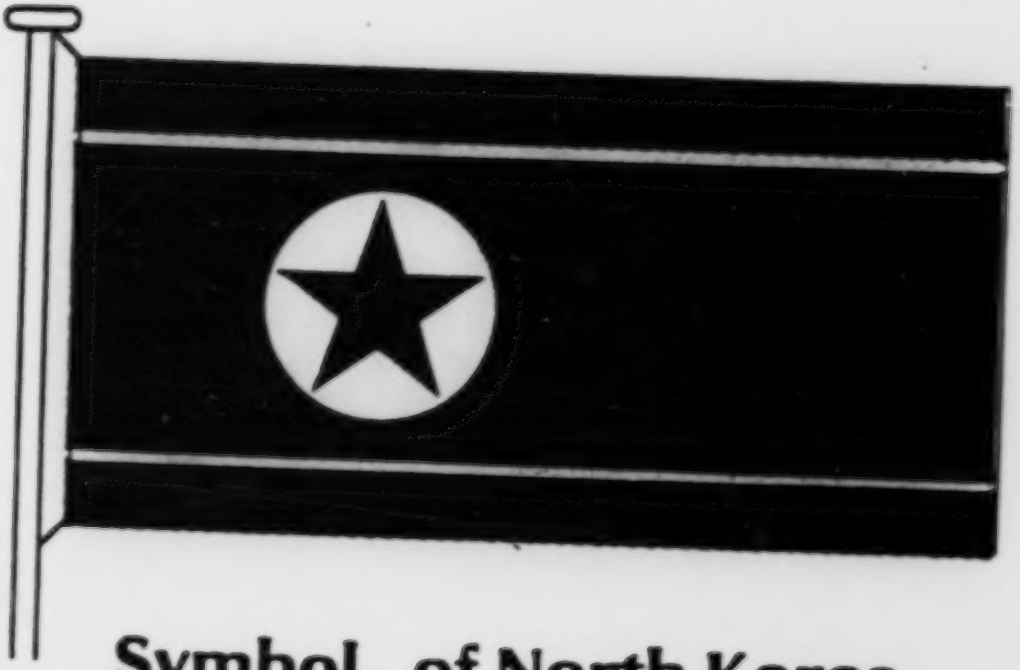


Symbol of South Korea.



Symbol of North Korea.

	ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
ㄱ	가	갸	거	겨	고	교	구	규	그	기
ㄴ	나	냐	너	녀	노	뇨	누	뉴	느	니
ㄷ	다	댜	더	뎌	도	됴	두	듀	드	디
ㄹ	라	랴	러	려	로	료	루	류	르	리
ㅁ	마	먀	머	며	모	묘	무	뮤	므	미
ㅂ	바	뱌	버	벼	보	뵤	부	뷰	브	비
ㅅ	사	샤	서	셔	소	쇼	수	슈	스	시
ㅇ	아	야	어	여	오	요	우	유	으	이
ㅈ	자	쟈	저	져	조	죠	주	쥬	즈	지
ㅊ	차	챠	처	쳐	초	쵸	추	츄	츠	치
ㅋ	카	캬	커	켜	코	쿄	쿠	큐	크	키
ㅌ	타	탸	터	텨	토	툐	투	튜	트	티
ㅍ	파	퍄	퍼	펴	포	표	푸	퓨	프	피
ㅎ	하	햐	허	혀	호	효	후	휴	흐	히

	ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
ㄱ	가	갸	거	겨	⑤	교	⑤	규	그	⑧
ㄴ	②	냐	너	녀	노	뇨	⑥	뉴	느	니
ㄷ	④	댜	더	뎌	도	됴	두	듀	드	디
ㄹ	라	랴	러	려	로	료	루	류	르	④
ㅁ	⑤	먀	머	며	③	묘	②	뮤	므	미
ㅂ	바	뱌	⑦	벼	보	뵤	부	뷰	브	⑥
ㅅ	④	샤	서	셔	①	쇼	수	슈	스	시
ㅇ	⑦	야	어	여	오	요	우	유	으	이
ㅈ	③	쟈	저	져	조	죠	주	쥬	즈	⑦
ㅊ	⑧	챠	처	쳐	초	쵸	추	츄	츠	치
ㅋ	카	캬	커	켜	코	쿄	쿠	큐	크	키
ㅌ	타	탸	터	텨	토	툐	투	튜	트	티
ㅍ	파	퍄	퍼	펴	포	표	푸	퓨	프	피
ㅎ	하	햐	허	혀	호	효	후	휴	호	히

A Typical School Day for a Fifth Grade Student

In Korea students in the upper elementary grades usually have forty minute periods. School usually begins at 8:30 and on most days finishes at 2:30. After school students have jobs such as cleaning their classroom, feeding the school pets, watering plants, etc. On Saturday students only have classes in the morning.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Day	Period	Math	P. E.	P. E.	P. E.	P. E.
Social Studies	Social Studies	Korean Language	Korean Language	Korean Language	Social Studies	Social Studies
Math	Math	Math	Math	Lunch	Science	Science
Science	Music	Art	Clubs	Ethics	Math	Art
Morning Assembly	Korean Language	Class Meeting	Korean Language	Home Economics	Home Economics	Ethics

Roster of Daily Classroom Duties

Day / Student's Name / Duty	Monday 월	Tuesday 화	Wednesday 수	Thursday 목	Friday 금
Class Leader 반장					
Conduct Leader 규율 반장					
Lunch Basket 점심준비					
Garbage 쓰레기통					
Bathroom Checker 변소 청소					
Windows 유리창 청소					
Lights 불 끄 기					
Messenger 연락 담당					
Substitute 보충 담당					

Write the student's name in the blank for the day and job he is responsible for.

요일 / 시간	월	화	수	목	금	토
1	조회	체육	국어	사회	실과	산수
2	산수	체육	도덕	국어	산수	국어
3	국어	산수	사회	음악	사회	자연
4	도덕	자연	음악	자연	국어	사회
5	급식	급식	급식	급식	급식	실과 or 학급회의
6	자연	실과	산수	미술	클럽	
7				미술		

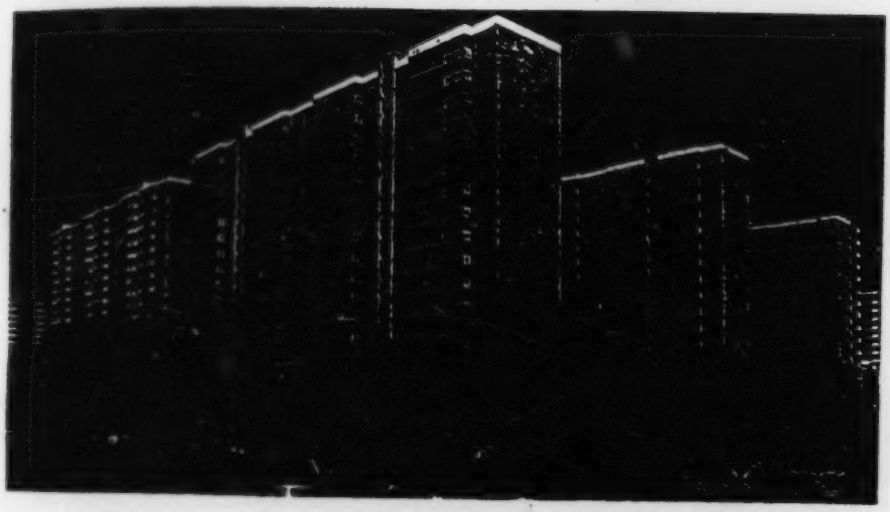
요일 / 시간	월	화	수	목	금	토
1						
2						
3						
4						
5						
6						
7						

What Things Can You Learn From This Picture

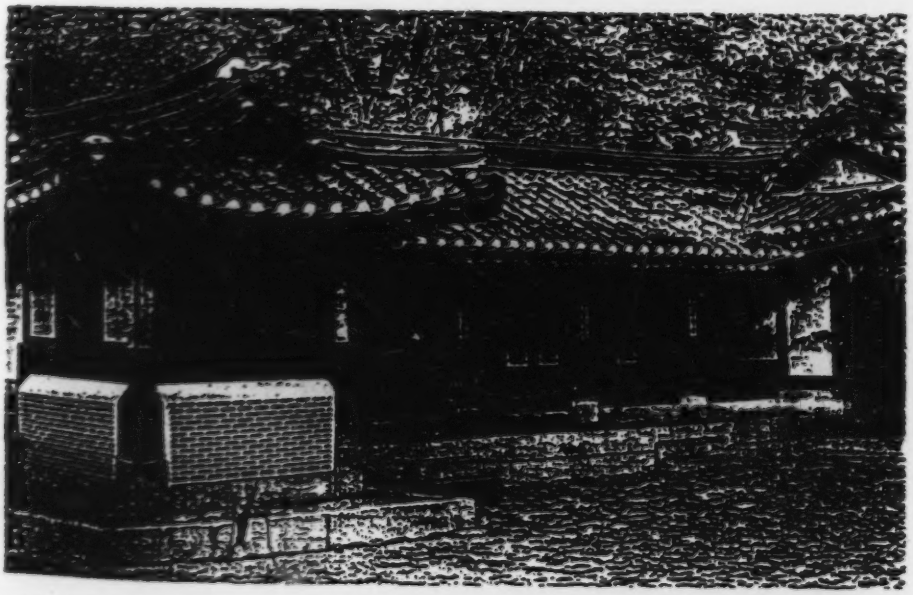
Look at this picture and discuss what things you see which are different from buildings in your neighborhood.

This picture shows a traditional building with the tile roof and sliding doors. Look at the architecture of the roof. Many buildings are still built using this architecture and these materials. Can you find information in a library book about what type of building materials would be used in such a building? Other buildings are made of cement block and steel beams so that many new buildings look just like modern buildings in our communities. In front of the building are bushes which have been shaped over many years.

<장독 : 우리 조상들은 간장, 된장, 김치 등 먹을 것을 잘 보관하는 지혜를 보였다.>



<오늘날의 집 : 오늘날에는 높은 아파트가 많이 세워지고 있으며, 집 안도 생활하기에 더 편리하도록 꾸미고 있다. >



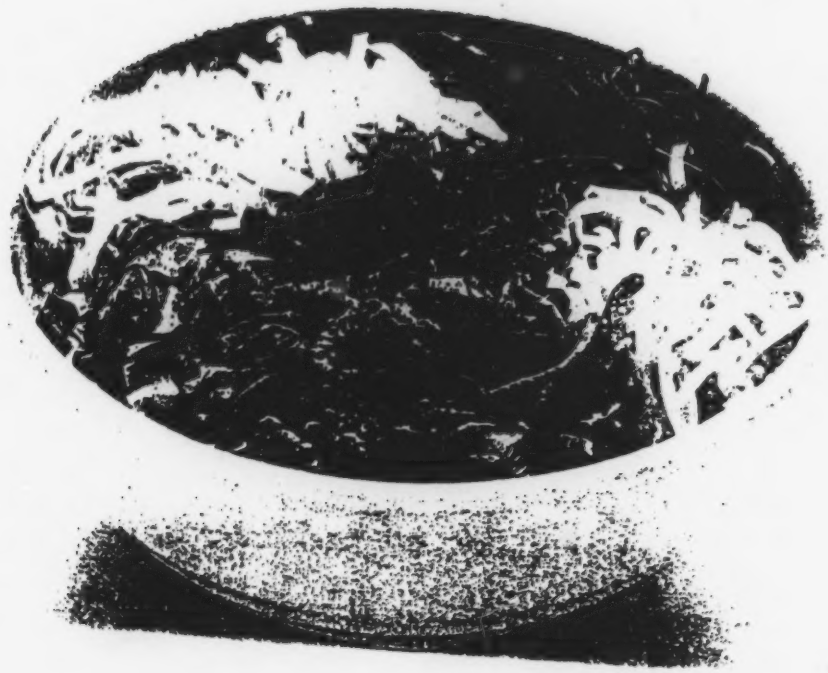
<한옥 : 양지바른 곳에 튼튼한 집을 짓고, 밝고 따뜻한 생활을 하는 슬기를 보였다. >

The lady in the picture is holding the lid of a large clay pot. Pots like these are called "hangari". They are sometimes used for storing soy sauce (made from soy beans) and kimchee. There are many kinds of kimchee, some made from Chinese cabbage, from long white radishes, from green onions, or many other vegetables. Hot red pepper makes kimchee very hot and spicy and helps to preserve the vegetables. Sometimes salted anchovies and shrimp are stored in the pots and they are stored underground. Bean paste made from soy beans is also stored in such clay pots.

<장독 : 우리 조상들은 간장, 된장, 김치 등 먹을 것을 잘 보관하는 지혜를 보였다. >

Korean children read about this traditional way of storing such foods so that they understand why some people still use these large clay pots for storage of these foods. They also would learn about how many families store these foods today. Most homes have refrigerators and store foods in the refrigerator. Other foods are stored in glass jars after processing in a "canning" plant.

The foods that most people eat in their daily meals are called "staples". For example, if you list the staples of most American families you would probably list bread, milk, potatoes, beef, chicken, peas, etc. In most Korean homes you would eat chinese cabbage (nappa), long white radish (daikon), rice, red pepper, soy sauce, soy bean paste, garlic, sesame seeds and oil, salt and onions. They eat many other foods but these probably are eaten almost every day by most Koreans.



18 비빔밥 *(Bibim Bab)*

(Mixed Rice with Soup)

4 servings

You will need
½ lb. beef, thinly sliced
Mixture A:
- 2 tablespoons soy sauce
- 2 tablespoons minced green onions
- 1 teaspoon minced garlic
- dash of pepper
- 1 teaspoon toasted and ground sesame seeds

1 tablespoon sesame oil

3 cucumbers, sliced, sprinkled with 1⅓ teaspoons salt and the liquid squeezed out.
Mixture B:
- 1 tablespoon sesame oil
- 1 tablespoon minced green onion
- ¼ teaspoon monosodium glutamate (optional)

1½ teaspoons toasted and ground sesame seeds

½ lb. bracken fronds, cut into 2-inch lengths*
1½ tablespoons sesame oil
Mixture C:
- 1 teaspoon minced garlic
- 1 tablespoon minced green onions
- 1½ tablespoons soy sauce
- 1 teaspoon sugar
- dash of monosodium glutamate (optional)
- 1½ teaspoons toasted and ground sesame seeds

⅔ lb. bean sprouts, root removed and cooked with 1⅓ teaspoons salt for 15 minutes. Drain.
Mixture D:
- 1 tablespoon minced green onion
- 1 tablespoon toasted and ground sesame seeds
- 1½ tablespoons sesame oil
- dash of monosodium glutamate (optional)

2 eggs, lightly beaten with a pinch of salt
4 cups cooked rice
Gochujan paste (Korean soybean paste. See Recipe 10.)

Mix meat well with mixture A and fry with sesame oil over high heat; set aside.
Sauté cucumbers lightly and add mixture B. Sprinkle with sesame seeds and sauté again briefly. Chill quickly—it tastes better.

Fry bracken over low heat with sesame oil. Add Mixture C and cook until soft. Set aside.
Combine bean sprouts and Mixture D. Set aside.
Make a thin omelet with the beaten eggs. Cut into thin strips.

Put boiled rice on plate or large bowl and place all ingredients on top. Mix and eat with *Gochujan* mixed with cayenne pepper.

Soup

4 servings

You will need
1 lb. brisket
Mixture E:
- 2½ tablespoons soy sauce
- ½ teaspoon minced garlic
- ½ tablespoon toasted and ground sesame seeds
- 1½ tablespoons sesame oil
- dash of pepper

2–4 green onions, cut into 2-inch lengths.

Cover brisket with 12 cups water. Simmer over low heat about 2 hours, skimming off scum as it forms. When meat is tender, remove and cut into thin pieces. Add Mixture E to stock.
Bring to a boil, adding more soy, salt and monosodium glutamate to taste. Serve with meat with soup, and garnish with green onions.

*If bracken fronds are unavailable, substitute ½ lb. eggplant, sliced crosswise then cut into thin strips. Parboil, drain and squeeze out liquid. Combine with Mixture C.

The members of the family in the picture on the left are wearing traditional clothing. The family on the right are wearing clothes similar to the clothes we wear. Why do you think their clothing has changed? Has the clothing we wear changed over many years? Can you think of other countries which have traditional clothing which is different from what the people of that country generally wear today? Why does our clothing change?

<옛날과 오늘날의 생활 모습 : 집이나 옷차림이 옛날에 비해 많이 달라졌다. >

<학생의 옷차림 : 한복 차림이 바뀌어 교복을 입다가 오늘날에는 자유로운 옷 차림을 하기도 한다.>

Here are some children dressed in different kinds of clothing. The children on the left are dressed in the kind of clothing they wor to school many years ago. The children in the middle are wearing school uniforms. For many years all children in a particular school had to wear that school's uniform. Now there are a few schools which have uniforms but most schools let the children and their parents decide what the child will wear to school and most children wear clothing similar to children in the United States as the children in the picture on the right are wearing.

Can you think of some good reasons for wearing school uniforms? Would you like to have a school uniform for your school? Why? Why not?

In this picture a family is celebrating the first birthday of a child. The mother and grandmother will fix many special foods. Some families have at least twelve different foods. The picture shows the family sitting around a low table and wearing clothes that would have been worn many years ago. Today they would wear clothes similar to ours but would still serve the traditional foods. On the table are a book and an arrow. If the child chooses the book then tradition says that the child will become a scholar but if he chooses the arrow then he will become a soldier. Celebrations like this still keep many of the traditions of the past but some things such as the clothing and home have changed. Can you think of some our holidays for which we keep some traditions but others have changed?

<돌잔치 : 옛날부터 가족들은 기쁜 일이 있으면 함께 축하하고, 어려운 일이 있으면 서로 도와 행복한 가정을 만들려고 힘썼다.>

In Korea a traditional celebration is held when a person becomes sixty. This is a very important age for that person. This picture shows very old traditional clothing and ways of serving the foods. Some traditional foods have changed but still wives and family prepare many special foods for such an important occasion.

<회갑연 : 잔치를 벌이고 부모님이 오래 사시도록 빌었다.>

<옛날과 오늘날의 생활 모습 : 집이나 옷차림이 옛날에 비해 많이 달라졌다.>

Through looking at these pictures we have learned that there are many customs and traditions in culture but that those change some over many years. In these pictures you can see the couple on the left dressed in very traditional clothing as a bride and groom. In the past the wife had to walk three or four steps behind the husband. Now they usually walk side-by-side and sometimes even hold hands.

Who cleans your classroom, the halls, the restrooms, the gym, and the library? In most schools in the United States someone is hired to clean the school building and take care of the playground and school yard. In Korea some private schools hire someone to clean but public schools expect the students to clean the classrooms, washing the windows and floors, dusting, emptying the wastebaskets, etc. They also help pick up papers in the school yard, feed the school pets, water the flowers, etc. Here you see the students cleaning their own classroom.

In some schools, parents help with the lunches but in other schools lunches are prepared in a central kitchen and delivered to the school. Some students bring lunches from home. Parents must also bring their children to school or have them ride a public bus or train. There are no "school buses" in Korea except for some

<분업과 협업 : 교실 청소도 여러 가지 일을 서로 나누어 맡고 돕는 가운데 이루어진다. >

private play schools. Parents sometimes give teachers gifts because they want the teachers to treat their child well. They also buy books for the school. When the students go on picnics and fieldtrips the children must pay for the bus and the parents fix the lunches for the teachers.

Each culture has many customs. In Korea children learn how to behave to show respect for their grandparents and older people in their home and community. The children in this picture have come to the front gate of the home to say, "good-bye" to the grandparents who are leaving. They are bowing to the grandparents as they leave. What are some of the customs (manners) which children in the United States are taught? Have you watched movies about China, Japan or Korea and noticed how they greet each other? How do your Korean friends greet their teacher? In many cultures the students do not call their teacher by their name. They speak to them, saying, "teacher" which is a term of respect.

<예절바른 생활 : 어린이가 어른을 공경하고, 어른이 어린이를 사랑하는 것도 예절바른 생활의 하나이다.>

The textbook from which these pictures is taken is teaching the students about traditions so that they understand the customs and culture of Korea. It is important that they understand what their grandparents and parents do and why they themselves do some things.

GAME OF YUT(YUT NORI)

-----YUT NORI is very well known traditional game in Korea. YUT consists of four sticks each of which has a up and a back sides. NORI means game in Korea. Not only children but also adults enjoy YUT NORI. especially during new year's celebrating period. from Jan. 1st through Jan. 15th.

-----There are five grades. called TO. GAE. GUEL. YUT. AND MO in YUT NORI.

TO: If only one of the sticks faces up. then that is TO. TO makes a marker (or markers on the same place) to advance only one mesh on the YUT board.

GAE: If two of YUT sticks face up. then that is GAE. GAE makes a marker (or markers on the same place) to advance two meshes on the YUT board.

GUEL: If three of YUT sticks face up. then that is GUEL. GUEL makes a marker (or markers on the same place) to advance three meshes on the YUT board.

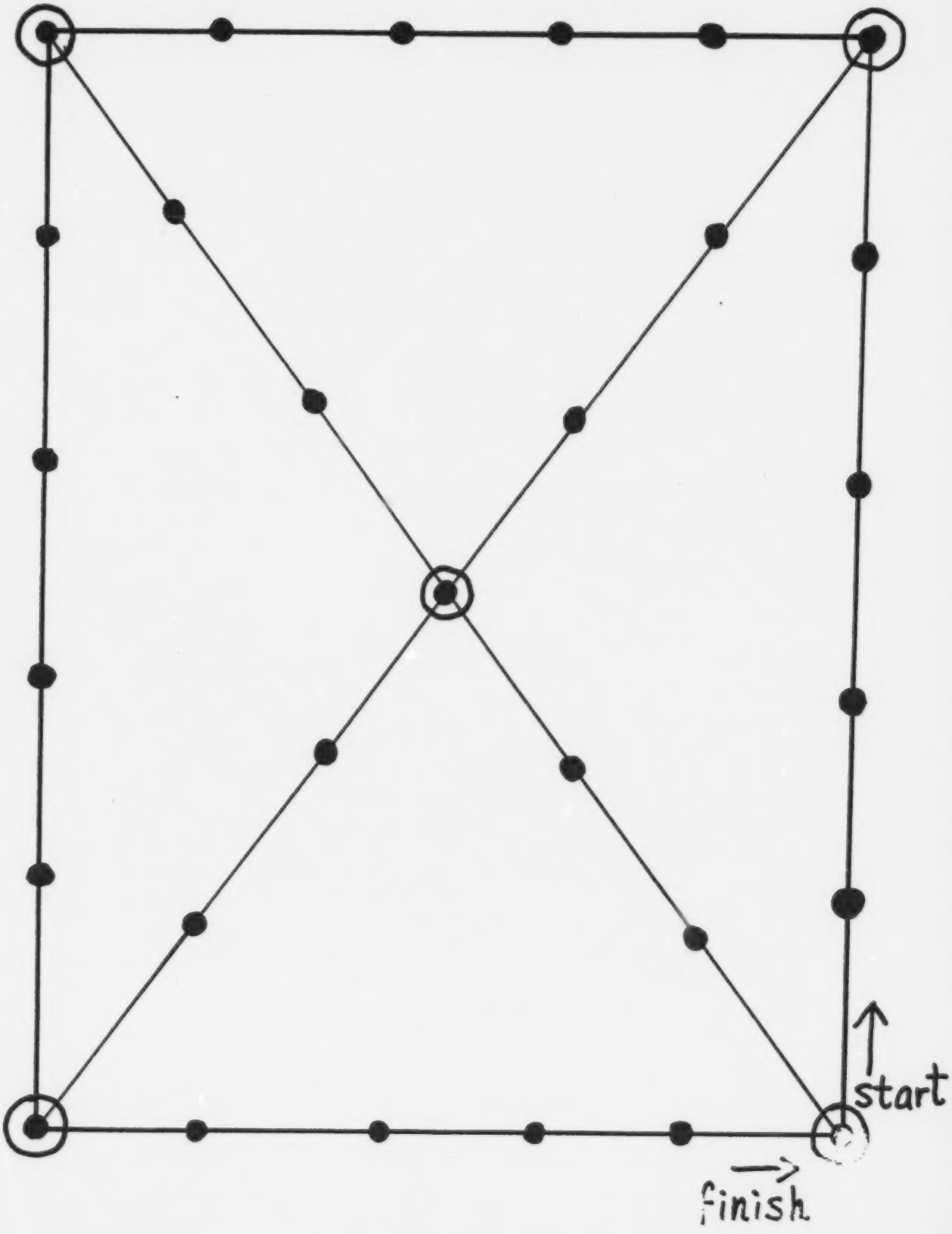
YUT: If all of the YUT sticks face up. then that is YUT. YUT makes a marker (or markers on the same place) to advance four meshes on the YUT board.

MO: If all of the YUT sticks face down. then that is MO. MO makes a marker (or markers on the same place) to advance five meshes on the YUT board.

-----In any case ,if other team's marker occupies the position where you want to go .then take the marker away and put your marker on that position and throw YUT STICKS once more.

-----YUT board has only one entrance and one exit especially specified .Further the board has shortcut from entrance to exit. A marker can take shortcut when that takes special position on the YUT board.

(The End)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Statements From Interviews With Korean Children in King School

There are many children from Korea studying in M. L. King, Jr. Elementary School in Urbana, Illinois. Here are statements some of these students made when they were interviewed. You may want to interview some Korean children in your school or community then discuss their statements with your teacher and class.

First Impression of the United States

"There are a lot of overweight people."
"I was surprised that there are so many Koreans."
"People told me that Champaign-Urbana was farmland, but I was surprised that it was very city-like."
"There are many African-Americans"
"I was surprised that there are Americans with black hair."

Things I like about my life in the U. S.

"I like to ride the school bus when I go to school."
"The grocery stores are large and they have automatic doors."
"There are lots of toy stores and arcades."
"I like french fries."
"I like pizza."
"I like the American schools because the teachers are nice."
"There are many flavors of ice cream."
"It is cheap to go swimming."

Things I dislike about my life in the United States

"I cannot say the things I want to say in English."
"The school lunch does not taste good."
"I miss my grandparents."
"It is expensive to call to Korea."
"There is more homework than I expected."
"I cannot communicate in school so I like school in Korea better."
"People cross the street even when the sign says, "Don't Walk".
"The plane ride to the United States was too long."

You may want to ask some of your Korean friends some other questions such as how they go to school. You may want to pretend that you do not understand English and see how you feel if you cannot understand what everyone around you is saying and cannot tell them what you want to do or what you think. You may want to think about how you would feel if you went to live in Korean for a while.

Korean Language and Culture Curriculum for Grades 4 and 5
Urbana School District 116
List of Resources from Champaign-Urbana and Other Libraries
Compiled by Saehee Chang

We are including this list and hope that it may be of use to you in finding resources. Explanation of Codes:
CPL: Champaign Public Library, Champaign, IL
DAN: Danville Public Library, Danville, IL
NEL: Northeastern Library, Chicago, IL
UFL: Urbana Free Library, Urbana, IL
UHS: Urbana High School, Urbana, IL
UIL: University of Iowa Libraries
UIUC: University of Illinois at Urbana-Champaign

Ashby, Gwynneth. A Family in South Korea. Minneapolis: Lerner Publication Co. 1987. (CPL, j915.19 ASH, ISBN 0-8225-1675-6)

There are some colorful photographs in this book, and the story of a young girl from a rural village is interesting. This book complements the Children of the World: South Korea book.

Beginning Word Book. (Korean-English) Iowa City: Profiles Corporation, 1992. (UFL, j495.7 BEG, ISBN 0-788336-07253)

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series I. Blindman's Daughter (Korean title: Shimchung) Seoul: Seoul International Publishing House, 1981, 1987. (UHS, j495.7 BLI)

This bilingual story depicts a close relationship between a blind father and his daughter. The daughter sacrifices her life to the sea pirates for her father's eyesight.

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series II. Two Brothers and Their Magic Gourds. (Korean title: Hungbu, Nolbu) Seoul International Publishing House, 1981. (UHS, j495 TWO)

A story of two brothers who have diametrically opposite personalities. The older brother is lazy and mean, while the younger brother is hardworking and loyal to his family. This bilingual book may be used to introduce the traditional Korean family to the children.

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Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series III. Herdboy and Weaver. Seoul: Seoul International Publishing House, 1981. (UFL, j495.7 HER)

A bilingual folktale for both Korean and English readers. The herdboy and the weaver are two lovers in a Korean kingdom who are condemned to live separately because they live careless lives without working diligently. Students can be introduced to traditional values such as loyalty, honesty, and hard work in this folktale.

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series IV. Korean Cinderella. (Korean title: Kongjee Patjee) Seoul: Seoul International Publishing House, 1982. (UFL, j495.7 KOR)

This story is useful for students and teachers to compare the western Cinderella to the one in Korea folktales.

Choi, Sook Nyul. Year of Impossible Goodbyes. New York: Dell Publishing, 1991. (UFL, J PB Sook Nyul CHOI, ISBN 0-440-40759-1)

DuBois, Jill. Cultures of the World. Korea. New York: Marshall Cavendish Corp., 1994. (Carnegie Public Library, Charleston, IL, 951.9DUBOIS, JILL, ISBN 1-85435-582-1)

A comprehensive book on Korea, including the current economic, cultural, and political developments in South and North Korea. The pictures are colorful and up-to-date, and the reader is introduced to the lifestyles and customs of Koreans.

Discover Korea. A Teacher's Manual for Family and Home. New York: The Asia Society, 1987. (Includes an educational video approximately 20 minutes in length). This is a valuable manual that is a supplement to the video. The video is part of a three part series and tells a story of a Korean boy who lives in Suwon. The boy narrates the story and introduces the daily habits and customs of Koreans in the home. (UHS)

Discover Korea. A Teacher's Manual for School and Community. New York: The Asia Society, 1987. (Includes an educational and entertaining video on Korean schools and community life) This video and manual serves as an excellent overview of the Korean educational system and a typical community in Seoul. (UHS)

Farley, Carol J. Korea, a Land Divided. Minneapolis: Dillon Press, Inc. 1983. (CPL)

This book examines both North and South Korea, and may be ideal for a social studies class. The black and white pictures are outdated, and some of the facts are inaccurate now.

Girard, Linda Walvoord. We Adopted You, Benjamin Koo. Niles, IL: Albert Whitman and Company, 1989. (CPL, j362.734 Andrews, ISBN 0-8075-8694-3)

This short story explores the life of a Korean boy who was adopted by an American family. It is a touching story of a 9 year old who talks about his family life and his experiences growing up in the United States. The book includes some aspects of Korean culture, i.e. Korean food and clothing.

Han, Mieko S., Jae Hyun Hahn and Y. Wha-Yul Han. Korean New Year's Day. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institue for Intercultural Studies, 1978. (UFL, j495.7 HAN)

Young Soo, a recently arrived Korean immigrant boy tells his experiences going to school in the United States. He introduces Korean New Year's Day in addition to different games and customs associated with this holiday. This is a bilingual story book which will appeal to children.

Hahn, Jae Hyun, Mieko S. Hahn, and Joyce Jennings. Seven Korean Sisters. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institute for Intercultural Studies, 1980. (UFL, j495.7 HAH)

A bilingual tale about the origins of Hanbok, the Korean traditional dress and a family with seven sisters. This book is useful to introduce colors and numbers.

Han, Mieko S., Y. Wha-Yul Han and Jae Hyun Hahn. Turtle Power. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institute for Intercultural Studies, 1981. (UFL, j495.7 HAN)

A Handbook of Korea. Seoul: Ministry of Culture and Information, 1982. Later issues are available from the Consulate of Korea.

Heath, Shirley Brice. Ways with Words. Language, life and work in communities and classrooms. Cambridge: Cambridge University Press, 1983. (UIUC-Modern Languages Library, 372.6 H351w, ISBN 0-521-25334-9)

Hyun, Peter, ed. Korea's Favorite Tales and Lyrics. Charles E. Tuttle, 1986.

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Jacobsen, Karen. A New True Book. Korea. Chicago: Children's Press, 1989. (UFL, j951.9 JAC, ISBN 0-516-01174-X)

A coloful and simple book that provides an overview of the Korean peninsula, the culture, the society, and the political system. The bold letters make the book easy to read and ideal for children. I think, however, it is too general and will not answer all the questions children have concerning contemporary Korea.

Jenness, Aylette. Come Home with Me: A Multicultural Treasure Hunt. New York: The New Press, 1993. (UFL, j305.8 JEN, ISBN-1-56584-064-X)

This creative book provides new ideas on introducing different cultures through games and personal stories of four children in the Boston area. Although this book is not related to Korean language or culture, the ideas in this book are useful for teachers of any language and culture.

Kim, Ki-hong. "Cross-Cultural Differences between Americans and Koreans in Nonverbal Behavior." The Korean Language: Its Structure and Social Projection. Honolulu: Center for Korean Studies, University of Hawaii, 1975.

Koh, Frances M. English Korean Picture Dictionary. Minneapolis: East West Press, 1988. (UHS, j495.7 KOH, ISBN 0-9606090-3-2)

A basic word and phrase book, but not very comprehensive. There are no color pictures and the dictionary may be too advanced for 4th grade students.

Korea: A Teacher's Guide, Focus on Asian Studies. Special Issue, No. 1 New York: The Asia Society, Fall 1986. (A resource magazine for teachers at the pre-college level) (UIL, fds 905.9 .k67 1986)

This resource guide provides a collection of short essays on Korean culture, history, politics, arts, language, and social life. Some of the materials may be outdated; however, the various viewpoints covering scholars and students, Koreans and non-Koreans alike provide an interesting and informative perspective for teachers in the United States. It is a useful background resource.

Korean through English. Book One. Seoul: Language Research Institute of Seoul National University. Hollym Corporation, 1993. (UHS, ISBN 1-56591-015-x)

A basic workbook which introduces basic words and short phrases to beginners of Korean language. May be too advanced for 3rd grade.

McNair, Sylvia. Enchantment of the World: Korea. Chicago: Children's Press, 1986. (CPL, ISBN 0-516-02771-9)

Moffet, Eileen. Korean Ways. 1986.

Moulden, Rick. Letters from South Korea. Seattle: East Asia Resource Center, Jackson School of International Studies, Thomas DR-5, University of Washington, July 1988. (UHS)

This is a useful guide for teachers since there are various activities for children to do in class. The letters are from a 12 year old girl in Seoul, and she writes about her school, her family, different Korean customs and lifestyles. The only limit is that the girl is from an affluent part of Seoul, and she may not present a "typical" Korean lifestyle.

Na, Choon Ho. Umma Hago Nah Hago. (Children's Sing Along Book and Cassette Tape) Seoul: Yerim Press, 1989. (UFL, jcsspo495.7, ISBN 89-302-5802-6)

Most of the songs are Korean children's songs and aimed for pre-school to second grade levels. There are a couple of folksongs from around the world that are sung in Korean.

O'Brien, Anne Sibley. The Princess and the Beggar. New York: Scholastic Inc. 1993. (CPL)

A beautiful folktale about a brave princess who marries an outcast beggar. The children, especially the girls will enjoy this story. The book has some nice illustrations.

Orini Maul 1. (Children's Village 1) Seoul: Woong Jin Publishing Co., Ltd. 1984. (UFL, j495.7)

This book is in Korean, but the pictures are fabulous. There are actual pictures of Korean villages, countryside, children, and different types of plants and vegetables. In addition, there are poems and stories written directly by Korean children. Book 1 focuses on the winter season and what kinds of customs there are in January.

Orini Maul 2. (Children's Village 2) Seoul: Woong Jin Publishing Co., Ltd.1983. (UFL, j495.7)

From the same series as book 1 (above) and introduces the reader to the month of February in Korea. There are colorful pictures and photographs of flowers, sea mammals (squid, oysters, salmon and various types of fish), games, activities, and different customs that Koreans follow in the South-west region. For example, there is a feature on Lunar New Year traditions,

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and one chapter includes nice photographs of Korean women making food for the celebration.

Orini Maul 6. (Children's Village 6) Seoul: Woong Jin Publishing Co., Ltd.1984. (UFL, j495.7) This book introduces Korean summer and activities, customs, and food that are common in June. The teachers and children can use the pictures effectively.

Orini Maul 10. (Children's Village 10) Seoul: Woong Jin Publishing Co., Ltd. 1984. (UFL, j495.7)
Same series as the above and explores the customs, activities, festivals and games that are popular in the fall and October.

The New Oxford Picture Dictionary. Andrew-Inseok Kim and E.C. Parnwell. (UFL)

Paek, Min. Aekyung's Dream. San Francisco: Children's Book Press. (UFL)
A short tale of a Korean American girl growing up in the United States. Initially, she has difficulty making friends and adjusting to school. She thinks of Korea and wants desperately to go back home. She realizes that her new "home" is in the United States and makes friends in school.

Pellegrini, Nina. Families are Different. New York: Holiday House, Inc., 1991. (UFL, E PELLEGRINI, ISBN 0-8234-0887-6)
Another book that portrays the life of an adopted Korean child living with an American family. The Korean girl realizes that she is not the only child who has a different looking family. This book is also based on the real experiences of the author's daughter and provides different images of the traditional family in society.

Savada, Andrea Matles, ed. North Korea: A Country Study. Federal Research Division, Library of Congress, June 1993. (UFL, 951.93, ISBN 0-8444-0794-1)

Seros, Kathleen, adapted by. Sun and Moon: Fairy Tales from Korea. Seoul: Hollym Corp. 1983. (UFL, ISBN 0-930878-25-6)

Shepheard, Patricia. South Korea. Chelsea Press, 1988.

Sobol, Harriet Langsam. We Don't Look Like Our Mom and Dad. New York: Coward-McCann, Inc., 1984. (UFL, j362.734 SOB, ISBN 0-698-20608-8)

This touching book describes the experiences of two Korean boys who were adopted by a family in the United States. They are brothers by adoption and undergo various experiences and feelings. This story is a unique piece that provides some insight to adopted Korean children in the United States. The book displays black and white photographs of the family.

The Son of the Cinnamon Tree/The Donkey's Egg. Elizabeth, NJ: Hollym International Corporation, 1990. (UFL, ISBN 0-930878-93-0)

Two famous Korean folktales. The first story touches on topics like nature, fairy maiden, traditional marriage and living in harmony.

Suyenaga, Ruth with Young Sook Kim and Young Mi Pak. Korean Children's Day. (Children's Book and Cassette Tape) Cleveland, Ohio: Modern Curriculum Press, Inc. 1992. (UFL, jcshol Kor cop.1, ISBN 0-8136-2292-1)

This read along book with cassette tape provides children with a unique story of a Korean boy who teaches other American children about Korean Children's Day, an annual tradition for all Koreans. There is a simple song addressing body parts and a basic vocabulary word list depicting Korean dishes.

Takaki, Ronald. From the Land of Morning Calm. The Koreans in America. New York: Chelsea House Publishers, 1994. Adapted by Rebecca Stefoff. (DAN, 973.0495.TAK, ISBN 0-7910-2181-5)

A thorough history book which traces Korean immigration to the United States and the experiences of Korean immigrants. The author also incorporates current issues such as the Los Angeles Uprising, Sa-i-gu, in 1992 and covers the hardships of immigrant lives. This work provides a necessary view on Korean Americans unique experiences. There are some interesting black and whilte pictures of Koreans.

Tolan, Sally, ed., Mary Lee Knowlton and Mark J. Sachner. Children of the World. South Korea. Milwaukee: Gareth Stevens Publishing, 1987. (CPL)

This book serves as an excellent resource book with actual photographs of a Korean household. The story is told from the view of an 11 year old boy living in Seoul.

Vorhees, Duance and Mark Mueller. The Snail Lady, and The Magic Vase. Elizabeth, NJ: Hollym Press, 1990. (UFL, j495.7 VOR, ISBN 0-930878-89-2)

Two bilingual folktales that children can relate to easily. The stories are easy to follow, and the colorful pictures will easily stimulate children.

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Vorhees, Duance and Mark Mueller. The Woodcutter and the Heavenly Maiden. / The Fire Dogs. Elizabeth, NJ: Hollym Press 1990. (UFL, j495.7VOR)
Two folktales in Korean and English. The pictures are quite coloful and depicts traditional Koreans and mythical figures and animals. Additional Sources:

Zong, In-sob. Folk Tales from Korea, Routledge and Kegan Paul, 1952. (Reprinted by Hollym Corporation, Seoul and Elizabeth, New Jersey)

KOREAN LANGUAGE & CULTURE CURRICULUM:

TEACHER'S MANUAL

Project Director:
Waunita Kinoshita
Urbana School District #116
Box 3039, 205 N. Race St.
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Funded by the federal
***Foreign Languages Assistance Act Grant*, 1995**
administered by the Illinois State Board of Education, Springfield

Preface

Children in all cultures, using their own mode of communication, play games, sing songs, tell stories, and develop relationships with their family members, their teachers, members of the community and their peers. The drum symbolized on the cover of this curriculum is used in traditional Korean music. The flower, the Rose of Sharon, is the national flower and blooms profusely during the summer months.

This curriculum was written by Saehee Chang, an experienced writer and teacher, who has taught both the Korean and English languages. She was born in Korea but has lived in Kenya, Vietnam and the United States. She speakes Korean and English fluently and has studied Japanese and French. She has had wide experience in tranlating and writing in these languages. Her experience in living in both Korea and the United States for a number of years gives her a unique perspective from which to describe and teach about the Korean language and culture. She was assisted in the project by Eunhee Sohn of the Urbana School District #116 who was born in Korea and her daughter Angela Sohn who was born in the United States. Both are now living in the United States. Mrs. Sohn teaches Korean speaking children at M. L. King Jr. Elementary School in Urbana, Illinois. Dr. Nancy Abelman, Assistant Professor of Anthropology in the Department of Anthropology at the University of Illinois served as consultant for this project. Dr. Abelman, who is fluent in the Korean language, has written books about the Korean society and has taught elementary children. She has also lived and taught in the Korea. Project Director was Waunita Kinoshita of the Urbana School District #116.

This curriculum has been developed with the idea that students will learn the language as a tool for meaningful communication if they learn about the culture of the peoples in various areas of the world that use the language to communicate. The writers hope that teachers will find the information sections on aspects of the culture helpful to them and their students but these are not at all comprehensive and the writers hope that both teachers and students will find the resources listed helpful in discovering more about the language and culture. The writers hope that this curriculum will encourage eagerness to learn more and do further research. Vocabulary and structure, reading and writing, greetings, and common forms of communication are all introduced as they would naturally be used. The writers feel that there are a number of language textbooks that could be used effectively in conjunction with this curriculum.

No curriculum is ever complete. This curriculum should continue to grow. The authors invite you to send your ideas and suggestions which will make the curriculum more usable for language teachers, classroom teachers and their students. Comments and suggestions may be sent to: Waunita Kinoshita, Urbana High School, 1002 South Race Street, Urbana, IL 61801

This curriculum was developed with funding from the Illinois State Board of Education through the Federal Foreign Language Assistance Act.

INTRODUCTION

Modern Korean language is spoken not only in South and North Korea, but in many parts of the world. A significant number of Koreans living in North America, Japan, China, and the former Soviet Union share the common language and culture. Linguistically, the Korean language belongs to the Ural-Altaic language family of Central Asia. Korean, however, is quite unique in its sound and script, unlike Turkish or Japanese. Due to the significant number of Korean Americans in the United States, it is important to provide opportunites for American students to learn about the culture and the language of Koreans in the United States. This curriculum aims to provide a unique opportunity for non-native students of Korean to interact with Korean Americans and learn about the Korean culture. Equally important, similar to other Americans who share their history and culture, Korean Americans will be able to tell their history and share their experiences with others in the classroom through educational activities.

Additionally, this curriculum guide hopes to neutralize the stereotypical images of Korea, whether South or North. Despite the media focus on the rapid economic development of South Korea and the Los Angeles uprising and its impact on Korean Americans, there has not been much effort to implement school curricula and teach accurately about Korea. Since there is a significant lack of resources on North Korea, compared to South Korea, it will be difficult to incorporate complete images or information from North Korea. Nevertheless, the curriculum hopes to include the various regional characteristics of Korean culture and language, rather than providing a narrow perspective for teaching about Korea.

Hangul, the Korean alphabet or script consists of 10 vowels and 14 consonants which are combined to form different syllabic groupings. The script is quite simple and easy to learn and can be taught effectively in a foreign language classroom. King Sejong (r. 1418-1450) of the Chosun Dynasty (1392-1910) invented Hangul and allowed commoners to write and communicate in the indigenous language. Chinese characters are still used today and taught in the middle and high schools, but the main medium of instruction is through Hangul.

This Korean language and culture curriculum is designed to help foreign language teachers in American elementary schools effectively teach Korean language and culture. The primary goal of this particular curriculum is to suggest topics and activities to introduce Korean culture and language to elementary students at the fourth and fifth grade levels. Hopefully, the curriculum can guide foreign language teachers to modify the sample lessons to fit the individual school's guidelines and the class levels. Younger children in kindergarten or older students can learn Korean at their own pace, and teachers can set a suitable lesson plan for all students of Korean language and culture. The aim of the curriculum is not just the teaching of Korean language and culture to American children. The overall goal is to have the children acquire a general understanding of Korean culture and a desire to learn Korean or other languages at secondary and post-secondary levels.

CONTENT OF THE CURRICULUM

This curriculum emphasizes the culture of Korea so can be used by a non-Korean teacher to teach about the culture. It could be used to supplement social studies classes. It introduces the language but would be most effectively used if the teacher is a native Korean or has already developed some fluency in the language. It could also be used in a classroom in which a native Korean speaker is invited to participate in the lessons to teach the pronounciation, intonation, writing, etc.

The curriculum is divided into five units, each unit consisting of approximately five activities and sample lessons. Teachers are welcome to modify or add other activities to the samples in this curriculum. The curriculum will allow teachers to experiment and eventually create new methods of teaching Korean language and culture. Included at the end of the curriculum are a list of useful resources and sample activities for the classroom.

THE FIVE UNITS AND OBJECTIVES:

I. Communicating in Korean
II. Learning in School
III. Interacting In A Family
IV. Living in a Community
V. Celebrating Festivals and Holidays

I. Communicating in Korean Language

A. Introduction of Korean culture and language. Before students begin to learn Korean and are introduced to the Korean alphabet, Hangul, it is necessary to "test" the students' prior knowledge about Korean culture and Korean language. An interactive group discussion will provide opportunity for the students and the teacher to share their ideas.

B. Introduction to Hangul through pronunciation activities, simple songs, drawing Hangul characters, identifying characters in picture books, flash cards, and puzzles.

C. Teach greetings, introductions, and addressing others by pairwork, mini-conversation and skits. Introduce students to the common greeting gestures of Koreans, such as bowing to elders and other formal gestures.

D. Requesting information and exploring new ideas or concepts. For example, teach phrases like "How do you say _____ in Korean? May I be excused? Excuse me, What is the time?" and other short questions.

E. Spell and write basic phrases and words. Explore written communication through short letters to families, friends, and Korean pen pals. Have the students keep simple diaries or journals. (See Letters from Korea) Also, the children can make short notes to give to each other by cutting out hangul letters from Korean magazines or newspapers.

II. Learning in School

A. Compare and contrast Korean and American schools. Introduce students to the Korean school system and describe an "average" school day. Invite Korean students or teachers who can talk about the school system and the types of courses students take. A simple activity can be making a timetable like one used in a Korean school class with paper and coloring pencils.

Teach students simple vocabulary words like school, teacher, book, pencil, blackboard, clock, nurse, science class, classmate, etc. Students will recite and write the words on the blackboard or on cardboard.

*Note the difference in the amount of school days per year in Korea. Discuss why Korean children go to school on Saturdays and ask each student how they would feel if they had to go to school on Saturdays.

Have students explore the community and visit Korean schools in their neighborhood. Most likely, the Korean church is a good place to begin, and the teacher can contact Korean consulates or embassies in their area to obtain information concerning Korean language schools.

B. How to address teachers and classmates.
Use role-plays and skits to discuss the different forms of address between teachers and students in Korea. Teach the students about class order and respect, for example, why there is a class president and vice-class president in each classroom. (Find out if this is the case today, and explore the issue of leadership and hierarchy in Korean schools and culture. Are there any other schools in the world that have similar systems?)

Also, incorporate group learning to demonstrate group consensus and a strong "we" mentality in Korean classrooms. Play games like yut (Korean board game) or tug of war. Also, students can actually clean up after school similar to Korean school children and understand why Korean children have to clean their classrooms.

Ask a Korean student to tell about a typical lunch time in Korean schools then experience this by having students bring their own lunches in lunch boxes. Here, teachers with the assistance of a Korean mother introduce different types of Korean foods. Students can discuss why students bring lunch boxes to school in Korea.

C. Describe objects and articles in the classroom.
Describe (in Korean) the functions of each object, for example wall clock, school bell, blackboard, pencil sharpener, ruler, abacus, and map. At the end of the unit, students will be able to remember the objects in Korean, and hopefully express the functions in short Korean phrases.

D. Counting in Korean and working with numbers.
Teach students about the days of the week, the months, and the counting system in Korean. Activities may include making a calendar, or even a lunar calendar, and see how different the dating system is. Play dice games or musical chairs to demonstrate numerical order or use activities filling in missing numbers.

III. Interacting with Family and Relatives.

A. Make self-introductions along with introductions of the family. Have students take turns talking about their families. (This can be done in

English first, and gradually, as the students learn more vocabulary, they will actually be able to make brief introductions in Korean).

B. Create family trees and share information about one's family. Bring in photo albums and talk about what each person does. Teach students the terms for family members and discuss a "typical" Korean family. Pose questions like "What do Korean families do on weekends? How do the children interact with their parents? What is it like living in an extended family," etc.

C. Discuss filial piety with the students. Also, address Confucius's five relationships and discuss why it is important for Korean families to maintain the "ideal" relations. The five relations are between husband and wife, elder brother and younger brother, ruler and ruled, teacher and student, friend and friend. (Although this is a Chinese concept students can discuss the impact of Confucianism in Korea.)

Can students compare these types of relationships to the ones in the West? Korean folktales and songs about family relationships will make learning about the family fun. Examples are Kongjui and Patjui, Seven Brothers, The Sun and the Moon, and the Story of Shimchung.

IV. Living in a Community

A. What is a Korean neighborhood like? Have students read simple picture books or travel guides to see what a neighborhood is like in a big city like Seoul or a rural village. Teachers may also show video tapes and films on Korea and follow-up with a discussion. Each student gives their thoughts on the film or pictures. (*As an additional activity, make a video with the students. Perhaps take the students on a fieldtrip to Korean neighborhoods, i.e. Koreatowns in Los Angeles, New York, and Chicago.)

Have students build a community plan or a neighborhood model out of paper, cardboard, plastic models and other items. Introduce the students to common types of shops and markets, restaurants, churches, temples, parks, and zoos. Teach new vocabulary and have them identify the new words with pictures or models.

B. Identify the functions of individual places such as shops, restaurants, markets, museums, and temples. The teacher can choose specific places and topics of interest to the students. For example, discussing the role of city markets like Namdaemum Market and Garakdong Agriculture and

Seafood Market can tell students about the kinds of food Koreans enjoy eating. So, this topic can also address other subjects like food, the ocean, seafood, and farming in Korea.

C. Identifying the Korean community in the United States. The class can take field trips to a nearby Korean market or grocery store in their community and learn about the different products or visit a Korean restaurant.

If the topic is temples or religious places, see if there are any Korean churches or temples in the community. Students, they can discuss various world religions and philosophies. Also, have the students interview Korean friends, acquaintances, or community members and record the interview. In class, the students can share the information learned from the interview with the class.

V. Celebrating Festivals and Holidays.

A. Introduce the national holidays and special festivals. This can be done by learning about the calendar. Students can make calendars and mark Korean holidays in red color. Once they are familiar with the holidays and special occasions, discuss the purpose and origin of the holiday.

B. Read traditional folktales and have students discuss these stories with the teacher or their classmates. Point out national symbols, dress, mascots and games that can be seen during the various occasions. Examples are the flag, the national flower, hanbok (the traditional dress) and games like yut , jaegi (equivalent to "kick the bean bag") and kite-flying.

C. Compare and contrast Korean and American holidays. Students can find similar types of holidays and discuss the common aspects. Students can reenact some holiday and make foods used for the special occasion or dress up in costumes.

D. Play different folksongs on the tape recorder or show a video on Korean traditional dances. They can actually learn a simple dance or learn about the different types of traditional instruments. Bring in a musician from the community to talk about the different uses of the instruments.

MATERIALS USED IN THE CLASSROOM (this is not an extensive list; therefore, the teacher may use other props, materials, and artifacts. Be creative! Korean families in the community are usually willing to show artifacts.)

Unit One:
Colorful, big hangul chart, hangul flashcards, picture dictionaries, coloring books, song books, picture books or workbooks on hangul , jigsaw puzzles in Korean, stationary, air mail envelopes, construction paper, glue, color pencils, markers, crayons, old Korean newspapers and magazines.

Unit Two:
Abacus, graph paper, coloring pencils and crayons, ruler, flashcards, blackboard and eraser, calendar, sample Korean textbooks used in elementary schools, yut board and sticks, strong rope, brooms, cloth towels, water, duster, lunch boxes, brown bags, sample foods or simple ingredients and utensils to make a dish, recipes, and chopsticks. Also, standard objects like a wall clock, pencil sharpener, school bell, map of Korea, chairs, tape recorder or CD player.

Unit Three:
Paper, drawing pads, photos, photo albums, picture books on Korean family life, history book on Korea or East Asia in English or in Korean for elementary or middle school level, a Korean ethics book used in the elementary level, possible video programs or films on Korean family life, folktales, story books and poems. Videos and films on Korea and Korean culture, i.e. Discover Korea Series.

Unit Four:
Picture books, geography text, Korean passport, airline ticket, maps or plans of a Korean city, town, or village, video tapes, films, plastic models, lego or blocks, cardboard, paper, colored pencils, markers, crayons, glue, string, tape, MacDonald's menu in Korean, other restaurant menus, Korean money and coins, stamps, postcards or pictures of Korean buildings, towns, food, and scenic sites.

Unit Five:
Korean calendar, red pencils or other colored pencils, paper, folksongs, bilingual books on Korean holidays, decorations, pictures of mugunghwa (Rose of Sharon flower), hanbok, stuffed animals-hodori doll or Korean doll, yut game, kites, or kit to make kites, (For kite making activity, refer to Letters from South Korea) jaegi, Korean flag, Korean drums, small instru-

ments, keyboard, Korean songs and music, audio-visual equipment, and rice cakes or traditional crackers.

VOCABULARY LIST-this is not an extensive list so teachers will teach other new words as the class progresses.

Actions: Verbs

Foods: traditional dishes like bulgogi, side dishes like kimchi, seafood like squid and sea urchin, fruits like persimmon and Asian pear, noodles, rice cakes, and soy bean paste.

Greetings: about each other, health, holiday greetings, formal introductions, directions, and requests.
People: family members, friend, teacher, principal, community members like postman, store owner, barber, police, artist, musician, monk, shaman.

Objects: letter, diary, journal, newspaper, magazine, paper, notebook, clock, bell, doll, book, ruler, dictionary, blackboard, abacus, paintbrush, lunch box, timetable.

Mammal, Birds, and Reptiles: crane, tiger, rabbit, turtle, frog.

Places: city, village, school, house, library, post office, temple, museum, zoo, airport, geographic places-Sorak mountain, North Korea, South Korea, Seoul, Pusan, ocean, Cheju Island.

Qualities: Adjective and descriptive nouns.

*Please note that this list is quite basic and does not cover all the new vocabulary that will be introduced in each lesson. The emphasis is on the students and the lesson pace.

Lesson Plans with Activities.

Unit 1 Communicating in Korean

Lesson 1: Introduction of Korean culture.

Objectives: To introduce students to Korean culture and language through an interactive class disucssion. Students will be able to discuss their pre-existing knowledge of Korean culture and language.

Materials needed: blackboard or drawing easel, books on Korean language and Korean culture, history, and society, flashcards, pictures of Korean houses and people, map of Korea, world map, chart of the Korean alphabet. These are just a few materials that teachers can share with the students in the classroom. Teachers can bring other Korean artifacts

Procedure:

1. Have students answer, "WHAT DO YOU THINK OF WHEN YOU THINK OF KOREA?"

2. Divide students into small groups of three or four.

3. Have the students discuss about Korean culture, Korean things, and the Korean language. After ten or fifteen minutes, invite the students to present their ideas to the class. Each student from the group can say what they think and have the teacher or a volunteer note the concepts on the board. Allow the students to say whatever they feel or know about Korea. Children will probably use their wildest imaginations. Whether they are correct in their descriptions or completely inaccurate, encourage them to continue to think about the culture.

4. After all their responses and ideas are written on the board, have students write these responses in their notebooks. By the end of the unit, students will see that some of their "stereotypes" or ideas may be not accurate. Provide some realistic, up-to-date pictures and objects of Korean culture.

Outcome: By the end of this lesson, students will have a general idea of Korean customs and objects. They will be ready to focus on the target culture and to learn about the target langauge. Additionally, the teacher

will gain a better understanding of the students and their awareness/knowledge level.

Lesson 2: Introduction to Hangul

Objectives: To test the students' prior knowledge about the Korean language and see if there are any students who speak or understand Korean.
To introduce students to the Korean alphabet, Hangul and show them where the Korean language is being spoken.

Many students will think that Korean is similar to Japanese or Chinese and therefore, may be spoken in other parts of Asia. Students will learn that Korean is a unique language quite different from Chinese or Japanese. The teacher can disucss with students about the various Korean immigrant populations in several parts of the world.

Materials Needed: map of Korea, map of the world, hangul chart, pictures of Koreans, book or pictures of Korean Americans, flashcards, picture books, and puzzles.

Procedure:

1. Teacher asks students questions such as, "What is the Korean language like?" "Does anyone know how to speak Korean?" "Do any of your family members speak Korean?" "Where do you think Korean is being spoken?" "How many people in the world speak Korean?" The teacher could also ask if the students know how many people speak English. Place a world map on the board and point out students' responses on the map. After the teacher has gathered all the responses, indicate the places where Korean is actually spoken in the contemporary world, i.e. Koreatownd in U.S. or the Korean minorities in China, and Koreans in Japan and Russia)

For futher discussion, point out the dialect differences within the Korean peninsula. Remind the students that Chinese characters are used in the Korean language and talk about the influence of Chinese culture on Korean. (The teacher can expand on this lesson and introduce the history of the Korean language and compare it to the history of the English language. They can discuss how language is created and how it changes over years. In Korea, King Sejong developed Hangul to ensure that all Koreans, whether they were aristocrats or commoners, male or female, would have access to a vernacular langauge-hunmin chongum-"right sounds for the instruction of the people")

2. Encourage much discussion on this topic then have students present a summary of their discussion. The teacher can keep a log of the responses and in another lesson ask the students to make a chart of Korean language speakers in the classroom or in the school. They could expand this into a survey of all of the languages spoken by students in thier class or school.

*Another offshoot activity is taking students into the community, i.e. to other grade levels, libraries, Korean stores or restaurants, schools, etc. to research how many people speak Korean by interviewing people. Students can research in small groups and can make a chart or a graph and share their results with the rest of the class.

3. Post a large hangul chart-poster size, (if you cannot obtain one, have students make their own by tracing the hangul letters from a Korean language workbook) and teach the students the pronunciation of the letters. Since this part of the lesson can be overwhelming to the children, the teacher needs teach parts of the alphabet, rather than introducing the whole alphabet in one lesson.

NOTE Ideally, this curriculum is aimed for teachers who are bilingual and are qualified to teach Korean language as well as English. For teachers who are non-native speakers of Korean consult with Korean language teachers or parents in your school or community and invite them into your classroom for this specific lesson.

Outcome: Students will be exposed to the Korean language and the geographic regions where Korean is spoken. They will have an important opportunity to do some background research within their community, and interact with members to learn about the Korean language. This lesson provides a global aspect to learning Korean, and reiterates how Korean culture and language are not isolated from the rest of the world and not found only on the peninsula of Korea.

Lesson 3: Greeting in Korean.

Part A. Greetings in the classroom.

Objectives: To introduce students to common greetings like "My name is..., How are you? (Are you in peace?), and gestures such as bowing to elders, etc.

Materials Needed: pictures of Korean people greeting each other using hand and body gestures, paper name tags and markers, pins or tape. (The teacher could use some props to "disguise" the classroom into a store, a house or pretend that students are in a Korean school).

Procedure:

1. Discuss such questions as "How do you greet your friends and family members?" Illicit responses from the students and point out that greetings are different in other societies. Watch the video ("Discover Korea") portraying a Korean classroom-4th through 6th grade- and have students comment on the way Korean children respond to the teacher and how they act in class. Teach students phrases like, "Good Morning," "Good Night," "Rest in Peace," "Thank you," etc. *In addition, introduce the use of honorifics in Korean and explain the cultural/social influence on the language. The teacher may want to explain how other cultures use honorifics in their langauge, such as French or Japanese.

2. Once the students have learned the prononciation, have students perform a mini-skit pretending that they are in a Korean classroom. One student can volunteer to become the "leader" or banjang of the class. The class leader can direct the students to greet the teacher and use the words they have learned.

3. The teacher can ask if any of the students have Korean friends or have met any Koreans in their neighborhood. Ask how the students call each other. Ask the students what the difference is between family and first names, and why family names are so important. Empahsize that Korean names focus on family names and always, family names come first in order. Example: Kim, (family name) Sunghee (first or personal name).

5. Have students make a name tag, then have the students practice writing their names in Korean. Teach the students the stroke order. They can write their names on their notebooks, pencil boxes, lunch boxes, or other articles.

*An additional activity for students is to have them learn more about the origins of names, in particular, the Chinese influence on Korean names. Since all Koreans also write their names in Chinese, there is a very strong connection with the Chinese culture. Explore what the common Korean names are.

Lesson 3. Part B. Daily greetings with each other.

Objectives: To review what they learned in Part A and ask each other their names and use informal greetings.

Materials Needed: Name tags, notebooks or exercise books.

Vocabularly: Good Morning, Good Night, Good Bye, Hello, What is your name? My name is....., This is my Korean name. etc.

Procedure:

1. The teacher reviews the vocabulary words introduced in Part A. Have the students ask each other what their Korean names are. Of course, students can make up their names or use transliteration of their American names.

2. Divide the students into group of two and have them greet each other. Allow students to be creative and develop a context for when they would actually use the greetings.
Additional scenarios:
a. Greeting an elderly man or woman-perhaps a grandfather or a grandmother. (Use of honorifcs)
b. Meeting each other for the first time. "It is nice to meet you, My name is....."
c. Giving up a handicapped or elderly seat in the subway or bus. Have the students say words such as
"Thank you very mucch," or "Please take the seat," etc.

3. Incorporate non-verbal communication with the basic greetings. It is important to introduce the role of non-verbal communication such as bowing, hand gestures and facial expressions to encourage inquiry into general cultural traits. (Look at Jill DuBois, Cultures of the World. Korea. 84-85)
Introduce students to the different degrees of bowing, ranging from a short, quick tilt of the head to bowing all the way on the floor, depending on the person one greets.)

4. At the end of the lesson, ask students how they felt about greeting in the Korean manner. Allow them enough time to respond, and ask about typical greetings in the United States. Ask questions like "Are there any similar greetings?" "Why do Koreans use respectful forms in their language?" "What about the United States?" " How do students greet teachers, parents, and elderly in the United States?"

Outcome: By the ene of this lesson, students will be able to say common or basic greetings in Korean and will be aware of the different body styles of greeting. They will be able to distinguish from Korean and American styles of greeting and point to the different concept of respect in Korean society. (Americans and non-Koreans may display casual greetings but this kind of display does not indicate non-respect or rudeness)

Lesson 4: Language Awareness and Exploration. (Let's see how languages of the world relate)
Duration: 45 minutes (one day)

Objectives: To explore the similarities in languages.
To recognize loan words or Korean words they already know.
To think about languages as living, not completely foreign and stagnant.

Materials Needed: Korean language book or dictionary, English word book or dictionary, large notecards, bright markers or crayons, blackboard or easel, graph paper or posterboard.

Procedure:

1. Ask students what language is and why language is important? Generate a discussion on this matter and have students name several foreign languages. Students will probably enjoy this lesson and

find it challenging.

2. Focus the disucsson on Korean and English. Ask students what English words might be used in Korean? Encourage them to think and guess. Assure the students that they do not have to be correct all the time in their responses and allow room for imagination and mistakes. The teacher can divide students in pairs or small groups to facilitate this brainstorming activity.

3. At the end of the brainstorming session, regroup the students and write down their responses, or have the students write their responses on the board or the easel. If there are some words that are used in Korean, circle the words and explain the common uses of the word. For example, use words such as MacDonald's, bus, taxi, blouse, carpet, camera, skirt, corset, radio, coffee, comedy one-piece (dress), two-piece (suit or blouse and skirt), hotel, salon, hairstyle, restaurant, ice cream, cake, banana, orange, orange juice, mascara, lipstick, lamp and many others.

4. Have the students make a chart, as a group activity in class and display the chart in the classroom. If a student finds another word, add the new word to the chart. As another activity in foreign language classes, do a similar activity for other languages such as French or Japanese. If there is enough time, the teacher can also discuss the impact of Japanese colonial rule of Korea during 1910 to 1945 on the Korean langauge. Older students may also learn about colonialization in their social studies courses. Discuss Korean words borrowed from Japanese such as furniture, iron, and car (kuruma) because of the years Japan ruled Korea. The teacher can also incorporate the Chinese influence on Korean language and bring visuals such as Korean newspapers or books that use written Chinese characters.

Outcome: The students will have explored the role of borrowed words in language and will understand how languages are interconnected with each other. By concentrating on English and Korean, they will not be hesitant about learning Korean and will see some type of relationship to Korean language.

Lesson 5: Spelling and Writing Korean

Objectives: To write basic and short characters in Korean.
To provide an opportunity to explore the Korean alphabet.

Materials Needed: blackboard, colored chalk, notebooks, pencils, erasers, stationary, Korean stamps, Korean newspapers, diaries or journal pads, Korean magazines, Korean alphabet board.

Procedure:

1. First, the teacher will review the alphabet board/chart with the students and review the pronunciation.
(Similar to lesson 2)

2. Have the students write some characters in their notebooks, while the teacher encourages the students in terms of the writing order.

3. After the students are comfortable with the writing let the students to open up Korean newspapers and magazines to cut and paste the characters to make simple words. For example, the students can make their own names out of the newspapers or simple greetings such as "hello" and "goodbye."

4. Establishing a pen pal exchange with a Korean elementary schools or with Korean children in other schools in the United States would provide the students with a sense of freedom and creativity while allowing them to learn about Korean culture and langauge. The letters could be written in English and the students could learn from each other. If it is difficult to write to Korean children in Korea, then explore other options such as approaching a Korean Saturday School nearby, churches or bilingual schools.

5. At the end of class each day, have students keep diairies or journals and explain to them why journal keeping is another way of learning about Korea. Explain why Korean schools instruct the students to keep a diary every day. Help the students understand that it can be a fun process, rather than a dull, monotonous task. The students may talk about their classroom experiences, or write their thoughts on what they have learned so far about Korean culture.

Outcome: After this lesson, students will be able to acquire a basic knowledge and understanding of the Korean alphabet and its usage.

They will begin to write even simple letters and words. Students may feel less intimidated by the Korean language and begin to explore Korean writing and reading on their own time as well as in the classroom.

Unit 2. Learning in School

Lesson 6: Introduction to Korean schools.

Objectives: To introduce students to the Korean school system.
To help students become aware of the differences and similarities in American and Korean schools,
To understand that different cultures have different schooling methods.

(*Use caution in teaching about typical Korean school, since there are subtle differences between schools of different levels and in various provinces, similar to the situation in the United States.)

Materials Needed: blackborad or easel, chalk or markers, pictures of Korean schools (Chi Hoon. A Korean Girl. is an excellent book which includes colorful and realistic photos of an "average" Korean classroom.)

Procedure:

1. Ask students what they know about Korean schools. See if the students are able to come up with any information on Korean schools. If they seem unsure, encourage them to think about what American schools are like and how different Korean schools are. Divide the students into small groups and ask them to exchange ideas with one another. After they are finished discussing, have some students write their group's ideas on the blackboard. After the students have finished, the teacher would share some books and films on Korean schools and classrooms.

2. Encourage the students to compare and contrast American and Korean schools. If there is an opportunity, invite a Korean teacher or a Korean student from the school or community to share information about Korean schools. Perhaps a Korean student in the class can actually share his or her experiences concerning the different types of subjects students study, class schedules, and classroom behaviour.

3. Teach students simple vocabulary words like school, teacher, book, pencil, blackboard, clock, school nurse, science class, classmate, etc. Students will recite the words and practice writing basic words on the blackboard or in their own notebooks. (Provide large, colorful charts for the students to guide them with their writing exercise.)

4. Test the students' knowledge of Korean schools and see if they remember what kinds of differences there are between Korean and American schools. Also, encourage them to explore the similarities between the two school systems. (For example, rules in school, general subjects, general expectations in school, and goals of schools.)

*If there is additional time, review the basic vocabulary words that denote school and various objects affiliated with schools. For individual students, it is difficult to memorize many words or phrases. Allow students time and encourage them to memorize one or two basic words at a time. Labeling objects in the classroom may help.

Further Activities:

*Making a timetable like those used in Korean classrooms is fun and educational for the students and can be done with paper and coloring pencils. The timetables are usually made by the students or students can obtain ready-made timetables in neighborhood school supply stores called "munbangu." Perhaps a Korean student who is famliar with the timetable (shiganpyo) can teach students how to make the timetables. For students who already use timetables, they can make the activity more difficult by writing Korean subjects and Korean numbers on the timetable. (Please note that this practice may not be common in schools in larger cities such as Seoul or Pusan. The students, however, can learn about certain traditional customs in Korean schools.)

*Another group activity is to discuss why Korean children go to school on Saturdays and ask each student how they would feel if they had to go to school on Saturdays. Encourage students to think about the issue carefully, and ask them why Korean or Japanese children go to school on Saturdays (one-half day).

*Exploration activity: The students and teacher can take a field trip to explore the community and visit a local Korean schools. Most likely, the Korean church is a good place to start, and the teacher can contact Korean consulates or the embassy in Washington, D.C. to obtain specific informa-

tion concerning Korean language schools, Korean churches, Koreatowns, etc. Most Korean churches provide English services for non-native speakers of Korean or Korean Americans who do not speak Korean. The churches offer Korean language programs or Saturday schools for children, and a visit to these programs will provide a valuable opportunity for students to discover more about the culture.

Outcome: The student will explore the Korean school system and learn about the similarities and differences between Korean and U.S. schools. Hopefully, this lesson will provide varied opportunites for students to learn about Korean culture not only in the classroom, but through hands-on-activities and group interaction within the community.

Lesson 7. Addressing teachers and classmates in the classroom.

Objectives: To learn about the different modes of address between teachers and students.

To examine overall characteristics (including hierarchy and group consensus) of a Korean classroom.

(Again, it is crucial to be congnizant of the contemporary changes in Korean society as well as the various social factors which affect the "typical" school structure and individual classrooms.)

Materials Needed: blackboard, paper, chalk, notebooks, notecards, flashcards, games and game boards, rope, and other materials.

Procedure:

1. The teacher will introduce to students concepts such as class order and respect and discuss why there are class presidents and vice-class presidents in Korean classrooms, starting in the grade schools. Ask students if they know of any other schools in different parts of the world which have similar systems. (You may want to have the students further explore the issue concerning leadership and hierarchy in Korean schools and Asian cultures.) Assign students a mini-research project to see if they can find out about other cultures, specifically school systems that employ leadership and hierarchy in the classroom setting. Parents can help the students with this assignment. If the students are not certain or appear confused, pair them with other students. They could interview students in their class or school from other countries as well as research books.

Another area students can explore is group learning or group consensus that is emphasized in Korean schools. Demonstrate group consensus and a strong "we" mentality in Korean classrooms by playing games like yut (Korean board game traditionally played during holidays) or tug of war in gym class. After the students play this game, evaluate their thoughts about group consensus. Try to see if they gained a different perspective on this topic.

3. Review words and basic phrases such as "Hello, Teacher," "Goodbye Teacher," President, Vice-President, and other forms of greetings, i.e. between friends or between students and adults. Assign students mini-skits to do role-plays. They will pretend that they are in Korean classrooms and familiarize themselves with certain word and greetings used in the classroom.

Further Activity:

*Demonstrate a typical lunch time in Korean school by having students bring their own lunches in their lunch boxes. Provide a brief introduction on the preparation of the lunch box by the mother or the cook at home. Teacher can spend one lesson introducing different types of Korean foods to students. Discuss why Korean students typically bring their lunches to school and emphasize the sharing mentality. (Here is another opportunity to degeneralize and focus on certain schools in various parts of Korea which have this type of a lunch system. Nowadays, many schools provide lunches to students in their own cafeterias. In the past, there were not extensive facilities to accomodate students. However, private schools did offer their own lunch plans.

Introduce students to the Korean system of cleaning schools where students clean the classrooms after school. Since many schools did not have enough funds to hire janitors like the American schools, the students had to take care of their own belongings, including the classroom. Engage students in a discussion on this topic.

Outcome: After exploring the concepts of hierachy and group behaviour in this lesson, students will be more sensitive to the different ways of addressing teachers and classmates as well as classroom interaction in different parts of the world, especially in Korea (Again, a word of caution: When talking about Korean schools, remind students of the diversity within Korea and how some schools might not follow a "typical" day or system).

Lesson 8. What is this object? (Describe school and classroom objects in Korean)

Objective: To identify basic objects which are used in the classroom and describe them by using basic phrases in Korean.

Materials Needed: blackboard, chalk, classroom objects such as pencil, pencil sharpener, desk, chairs, ruler, clock, notebooks, tape recorder, pictures, flashcards, and Korean books.

Procedure:

1. Ask students to gather materials in the classroom and meet together in a group. Designate one student to point out the objects to his or her classmates. Have the students volunteer and name and describe the object in English.

2. Make a list of all the things in the classroom, such as blackboard, chalk. wall clock, school bell, pencil, pencil sharpener, ruler, abacus, and map. The teacher will introduce the Korean words for each object and write the word on the board. At this time, have the students repeat the words in Korean several times. Go around the room and ask individual students to repeat the words after the teacher. The teacher may want to use flash-cards or teaching pictures to help the students if they forget the words.

3. Another useful activity is to pair the students and have the students quiz each other. One student will hold up an object and ask the partner to name the object. Students can switch their roles and test each other. The teacher can assign student helpers, particularly if they speak Korean, to go around the room and observe the pairwork. After the end of the pairwork, students will regroup and discuss how difficult it was to learn the Korean words. The teacher can teach simple phrases, depending on the pace of the lesson, such as "What is this?" and "This is....." to the students in addition to the basic vocabularly.

4. If there is time, assign students writing tasks to help them remember the words. If the writing aspect of the lesson is too difficult, have students play a matching game. A student matches the flashcard with the Korean word with the actual object. This way, they will get used to the writing system and learn the vocabularly quickly.

Outcome: After this lesson the students will be able to use simple and basic Korean vocabularly to denote articles and objects used in the classroom.

Lesson 9. Count Your Way in Korean!

Objectives: To introduce the Korean counting system.
To play games that involve numbers and counting.

Materials Needed: calendar, chart with Korean numbers, game board, Yut game instructions and board, blackboard, chalk, abacus, and Korean Math book. Count Your Way in Korean! is a helpful book for students and a way to learn about the numbers system, the calendar, and the culture.

Procedure:

1. Initially, the students will learn how to say numbers in Korean, from 1 to 10. Gradually, the teacher will add numbers and eventually, students will learn how to count to 100. Teachers may use flashcards or notecards to help the students remember. Songs that are easy to remember are useful in learning to count numbers.

2. Since the numbers in English can provide the students with useful hints, the teacher may not want to focus only on using Korean. The students can write the numbers in Korean, and record the numbers in their notebooks.

3. The teacher can point to objects in the classroom or display a calendar and quiz the students on the numbers. If the student has difficulty remembering the numbers, make sure the students have ample time to familiarize themselves with the counting system. Briefly describe the lunar calendar system so that the students understand why there is a system such as the lunar year, rather than the western or Gregorian calendar system.

Interactive Activities:

4. Calendar making- Bring a Korean calendar which is also dated in the lunar system to the class and have the students make a Korean style calendar with cardboard or construction paper. Provide red crayons or pencils to denote the holidays. After the students have constructed their own calendars, have them test each other about the numbers and allow

them to explore with the calen-dar. Students can also discuss with the teacher why the lunar calendar is still used in Korea and how different this system is from the Gregorian calendar.

5. Yut Nori is a traditional Korean game which would provide students an opportunity to count out loud in Korean. See Appendix for the instructions to the Yut game.

6. For an interactive as well as a physical game, try playing musical chairs with the students. When the music stops, the teacher calls out a number, and the students must sit in the chair with the correct number labeled on the chair. The teacher calls out the number in Korean.

Outcome: The students will have a basic knowledge of the counting/number system and will be able to count up to 100 in Korean. The various exercises in this lesson can be used in Math or Physical Education classes as well.

Unit III. Interacting with Family and Relatives.

Lesson 10: Self and Family Introductions.

Objectives: To introduce students to family interactions in Korea.
To learn basic introductions involving themselves and their families.

Materials Needed: Korean dictionary (not too complicated, perhaps a basic word book in Korean), notebooks, family photos or drawings.

Procedure:

1. First, in English, encourage discussion among the students about themselves and their families. (If the students have known each other for a long time, then self-introductions are not necessary.) Have students take turns telling briefly about their families. Gradually, the teacher will teach phrases in Korean that allow the students to make brief introductions. For example, students will learn how to say, "My name is..," "What is your name?" "How old are you?" "I am ____ years old and I live in _____." "My family lives in _____." "I have ___ brothers and sisters." "My father's name is ____."

2. Teach the students simple greetings and phrases which will help them describe their family members. A sample vocabularly list can include words like: Father, Mother, Grandmother, Grandfather, You, I, Sister, Brother, Aunt, Uncle, (In Korean it is important to distinguish between the paternal and maternal sides and the different terminology for these relations) cousin, name, age, etc.

3. Have the students pair up and role play. Each student must introduce himself or herself and talk briefly about their family members.

4. Discuss why family is important in each student's life. Ask why students live with families and why they need their families? Encourage students to think about American families and what a typical American family is like. (Hopefully, there will be a variety of responses that provide a unique picture of each student and his or her family.) Write down some of the students' ideas on the board or in the students' notebooks.

Outcome: Students will learn some basic words and phrases to introduce themselves and talk about their families. Most of the discussion can be in English, however, students will understand better the concept of the family and why family ties are considered so important in Korea.

Activity:

Have students pair up and work with another student. Let the students practice self-introductions and family introductions in Korean. Continue to let students practice by switching partners.

Lesson 11. Creating and Exploring Family Trees.

Objectives: To provide more information about the Korean family system.
To learn about the various types of familys since the extended family is decreasing in urban areas of Korea.
To share their family history by making family trees.

Materials Needed: Construction paper, white paper, crayons, bright pens and pencils, family photos from home, Korean picture books of people and family members, scissors, glue, ruler, and other materials to make a family tree or chart.

Procedure:

1. To make a family tree:
Have the students gather as much information as possible to make family tree. Encourage the students to talk to their parents, and if necessary, write the parents a letter asking for their support. Allow the students to work together if possible, but make sure that they are using their own information from their families.
If a student does not have enough information or if the student has one parent and no siblings, reassure the student that it is o.k. to have a small family tree. Many students will probably have a portrait of a "nuclear" family rather than an extended family.

2. Allow the students to bring in family photos if possible; however, if the photos are not available, ask them to draw pictures of their family on their family tree. Encourage the students to use Korean terms when they discuss or denote family members on their tree.

3. Discussion of families and the family system in Korea.
After the students introduce their individual families, provide some time for students to pose questions to each other about their families. Again, if the students can ask basic questions in Korean, this will make the class more interesting. If there is a Korean student who can talk more about his or her family, then the class can have a discussion on Korean nuclear families and extended families. Raise questions like "What do Korean families do on weekends?" "How do the children interact with their parents?" "What is it like living in an extended family?" etc.

Outcome: By making their own family trees, students will be able to relate to the nuclear and extended family system in Korea. The students will be able to discuss about family and family systems in Korea as well as in other societies. The family tree activity is also a great way for students and their parents to interact.

Lesson 12. Filial Piety and Confucian influence on the Korean family system.

Objectives: To provide a general overview of Confucius's five relationships and how this traditional philosophy affects the Korean family in contemporary Korea.

To understand similarities in family relationships in China, Japan and Korea.

This lesson may be ideal for students in a social studies course. Also, students will understand that there are many similarities with China, Japan, and Korea concerning family relationships.

Materials Needed: A Korean history book or social studies book suited for grade level, blackboard and chalk to make a list, Korean folktale books that are bilingual or for children.

Procedure:

1. Ask the students if they know filial piety means? Discuss what filial piety is in general and introduce the five relationships of Confucius, between husband and wife, elder brother and younger brother, ruler and ruled, teacher and student, and between friends. Tell the students that this concept is from China and note that there are similar views of the family in China and Japan.

2. Similar to China, the family in Korean society serves as the most important foundation. The concept of filial piety strongly denotes this loyalty to the family, and it is important to address this concept in the classroom. Students need to learn about how family activities and events are regarded as very important in Asian societies. (The current system may be undergoing some changes; therefore, not too many families may stress filial piety as much as the older generation.) A starting point could be discussion on what impact filial piety may or may not have in Western society.

3. Discuss the various terms of kinship along the paternal and maternal sides. Teach the words in Korean, and explain why there are different terms for each aunt, uncle, grandfather, etc... on each side.

4. Read and listen to Korean folktales and songs about family relationships. Some of these stories are fun to read and make learning about the Korean family fun. There are many selections such as Kongjui and Patjui, Seven Brothers, The Sun and the Moon, and The Story of Shimchung.

Outcome: After this lesson, students will understand the strong influence of Confucianism and the importance of filial piety in Asian families. Furthermore, students will be able to compare and contrast the family system in Korea to the system/relationship in the United States.

Unit IV. Living in a Community.

Lesson 13. What is a Korean neighborhood like?

Objectives: To explore a Korean neighborhood, whether it is in Korea or in the United States.

The students will learn about a Korean community and some basic related vocabulary.

Materials Needed: map of Korea, map of the United States, travel guides of Korea, brochures and books on Korea, cardboard, paper, construction paper, glue, tape, plastic models, coloring pencils, videos tapes on Korea and educational films.

Procedure:

1. Have students read simple picture books or travel guides to see what a neighborhood is like in a big city like Seoul or a small rural village in one of the provinces. Invite discussion among the students to see if they have acquired new information on Korean communities.

2. Invite a guest speaker to the class to talk about Korean cities and neighborhoods. The teacher may also show a video tape or films on Korea and follow-up with a discussion. Have each student present their own idea or their thoughts on the films. Try to raise some cross-cultural issues and contrast Korean cities to American cities. Teach students the names of major cities in Korea and address words like community, neighborhood, town, village, sea port, etc.

Activities:

3. Interactive and fun activity- Let's make a video! Make a video about a nearby Korean neighborhood in the community. Involve the students in the video making and the interviewing process. Take the students to a Korean neighborhood, commonly called Koreantowns, like the ones in Los Angeles, New York, and Chicago. Encourage them to communicate with the residents and interact with them. Discuss appropriate etiquette in videotaping and interviewing. Before vidoetaping, ask the students to write down questions they want to ask members of the Korean community. If the videotaping is too costly or not feasible, invite someone from the

Korean community to talk to the children and have the children interview the guest in the classroom.

4. Another interactive exercise for the classroom is building a model community plan or a neighborhood model. Divide the students into groups and have the students draw a community plan by looking at some books or exploring the community. They can also make a neighborhood model out of cardboard, plastic models, construction paper, and other types of items. The teacher introduces new vocabularly terms for the students like shops, schools, markets, restaurants, churches, temples, parks, and zoos in Korean. Have the students label these places on the community plan or on their model. Encourage the students to be imaginative with their models. The students, however, need to be aware of the cultural differences in the mapping sites, the street signs, and other aspects.

5. Reinforce the vocabulary for names of businesses, etc. See if they remember what a post office is called or how to say school in Korean. Encourage the students to talk about the Korean model and have them compare or contrast the Korean community with American or other communities.

Outcome: After going through this lesson, the students will interact with Korean communities outside of their classroom and gain a realistic view of Koreans in their neighborhoods.

Lesson 14. Let's visit a Korean market!

Objectives: To introduce students to a specific place of interest in a Korean city or village.

For example, if students decide to choose a Korean restaurant, students will see what the Korean custom is during meal time and also, learn about the different types of food in Korea.

Materials Needed: map of a Korean city, menu of a Korean restaurant, video or film on Korean communities- (Discover Korea Series), coloful books on Korea, travel guide books.

Procedure:

1. Breakdown a model village or a city plan and identify the different places and their individual functions. Look specifically at shops, markets, museums, temples, school, restaurants, post office, and other sites of interest. The teacher needs to plan carefully and pick specific places and topics of interest for the whole class.

2. For example, let's pick a Korean market or a Korean restaurant. Discuss the role of a typical Korean outdoor market or a Korean restaurant. Introduce students to the famous markets like Namdaemun Market (Southgate Market) and Gahrakdong Agriculture and Seafood Market. The teacher can ask students questions such as "What kinds of products are sold at these markets?" Encourage the students to answer and elicit various responses from the students.

3. Make a list or a chart with the students about different types of food Koreans eat or enjoy eating. The list can include many things and unusual items as well. (*Discuss the heavy reliance on seafood, rice and moutain vegetables called sannamul).

4. Depending on the topic, the teacher can incorporate the various topic matters in different subjects like science, health and nutrition and elaborate on food, the ocean, mammals, and farming in Korea.

Outcome: This lesson will allow students to explore more specific places of interest in Korea or develop a better understanding of the function of individual places in a Korean community.

Lesson 15. Identifying the Korean community in the United States.

Objective: To learn about Korean communities in the United States.

In this lesson, students will take an excursion to a nearby Korean neighborhood and visit a specific place of interest.

Materials Needed: journals, notebooks, tape recorders.

1. The class as a group would take a field trip to the nearby Korean grocery store or restaurant in their community. It will be helpful if Koreans or Korean students could also participate in the excursion and

serve as a guides. Perhaps, students can pretend that they are in Korea and learn basic phrases to help them in their visit.

2. Another helpful visit is to the local church or the temple. The teacher can incorporate the topic of religion and plan a discussion on world religions with the students. There are many Korean churches in the United States, and depending on the time, students may also visit the Saturday language schools at the churches. After their visit, ask the students to write their thoughts in their journals and share their experiences with fellow classmates.

Outcome: After the students have returned from their visit to a Korean neighborhood, they will be able to relate better to Koreans and Korean culture. It is hoped that the students will be able to shed some stereotypes about Korean culture and ultimately enjoy their time at a Korean restaurant, a church or other parts of the neighborhood.

Unit V. Celebrating Festivals and Holidays in Korea.

Lesson 16. Introduction to National Holidays and Festivals.

Objective: To introduce students to the national holidays and special festivals held in Korea.

Materials Needed: picture books on Korea, specifically outlining Korean holidays, traditional dress (hanbok), Korean calendar, red pencils, films on holidays and festivals.

Procedure:

1. Students could list their favorite holidays on the board or tell each other what holidays they celebrate. Then, the teacher could ask students if they know any special holidays in Korea. Students could look at the Korean calendar and identify the various holidays. Students can count numbers or dates and also learn the Korean names of each holidays.

2. Activity for the students: Make a calendar and include all the Korean holidays in the calendar. Circle the dates of the holidays in red and write down the name and the significance of the holiday. The students may

want to research in their groups and go to the school library. If there is not information available, the teacher can help the students by showing films or inviting speakers to the classroom. Popular holidays include New Year's Day, Lunar New Year, Independence Day, Tree Planting Day, Children's Day, Buddha's Birthday, Parent's Day, Hangul Day and Harvest Moon Festival Day.

Outcome: By the end of this lesson, students will have a general idea of what kinds of holidays are celebrated in Korea and understand the origins of some holidays.

Lesson 17: Reading about Tradition and Holidays.

Materials Needed: Folktale books and story books about Korean holidays and traditional customs. Try to include games like Yut and kite making with cardboard, tissue paper, ice-cream sticks, crayons, markers, glue, ruler, string, and other items.

Procedure:

1. Read traditional folktales with the students and have the students discuss these stories with everyone. Again, it is useful to read a simple book in English and perhaps, if students are at a certain level, teach some basic phrases in Korean. The teacher may teach the title of the story in Korean, the characters and help the students to describe the main activity of the story in Korean. For each story, discuss the major theme with the students and ask students about their opinions.

2. Point out national symbols, dress, mascots and games that Koreans use during the various occasions. Examples are the national flag, the national flower (Rose of Sharon), the traditional dress (hanbok), and traditional games such as yut, jaegi (equivalent to bean bag) and kite-flying.

3. Ask students to draw the symbols or make some of the games. The games are listed in the Appendix. The kite-making game is a lot of fun and an interactive way to get the students involved.

Another idea is to have the students copy the national flag and discuss the specific symbols of the flag. This is a good time to introduce the colors and symbols in Korean and compare the flag with other flags from all over the world.

Outcome: To become aware of the different kinds of symbols and literature on Korean culture, including fun games and activities to stimulate student interest in other cultures.

Lesson 18. Let's Celebrate! (Role-playing and mini-celebrations of holidays from Korea and the United States)

Objective: Students will learn that there are similar holidays and festivals that are celebrated in Korea as well as in the United States.

Materials Needed: traditional dress or costumes (students can also be creative and make their own), foods, games, and decorations.

1. Ask students what are the common types of holidays and festivals. Have students talk to Koreans in their neighborhood or Korean classmates to see if Koreans celebrate Christmas, Thanksgiving, New Year's Day, etc. Students can make a survey of all types of holidays that are celebrated and mark the ones which are celebrated most widely by Koreans and Americans.

2. Re-enact special holidays and festivals. The teacher can guide the students by giving suggestions on what types of food to make and what kinds of games are available. Divide the students into small groups and have each group "present" their holiday to the class. The parents may also be invited, and the teacher can video tape or record the group presentations.

Outcome: After this lesson, students will have learned about the similar types of holidays celebrated all over Korea and the United States. If there are students from other countries, they may also share with the class their holidays and the importance of these days.

Lesson 19: Let's learn how to dance and sing!

Objectives: To teach students simple dance and song activities in Korean and provide a comprehensive picture of traditional art, music, and dance forms.

1. Play different Korean folksongs (which are not too outdated) on the tape recorder. Have the students sing with the teacher and learn a simple

song. The students can also view a video on Korean dances or martial arts, notably Taekwondo. Discuss students' reactions about the films and songs.

2. Have a group singing activity or a dance activity. Invite a special guest to teach a traditional mask dance or introduce students to the basic movements of Taekwondo. Also, bring in a musician from the local community to talk about different musical instruments. An excellent resource is student organizations from local colleges and universities. For example, music students from Korea or traditional drum groups are useful resources and are always willing to help educate the community.

3. After the performances and special guests, the teacher can regroup the students and test the students about the instruments or art forms. The students are not expected to know or remember every detail; however, the teacher should encourage the students to repeat simple songs and words in Korean. The students can also discuss the difference between Western instruments and Korean instruments, and many other art forms.

Outcome: Students will have a better understanding of Korean art, including songs, dances and martial arts after going through this lesson. Additionally, students will be able to actually demonstrate a song or a dance rather than constantly visualizing the music or the art form.

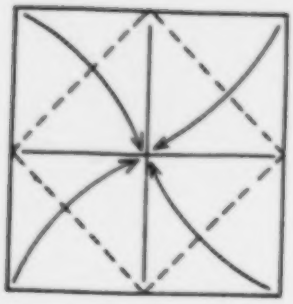
Bulgogi

Ingredients:		
	beef (thinly sliced)	3 lbs.
	ajimirin (sweet cooking rice wine)	1/2 c.
	soy sauce	1/2 c.
	sugar	1/3 c.
	sesame oil	1/4 c.
	green onions (chopped)	1/2 c.
	garlic	1 teas.
	black pepper	1 teas.
	roasted sesame seeds	1/2 teas.

Directions: Combine all of the ingredients, except the beef. Layer the meat in a pan, alternating the meat and the sauce until both are used. Refrigerate for a least one hour or overnight if possible. Then pan fry or grill over an open flame for a more delicious meal. Serve with plain white rice.

<전통적인 밥상 : 우리 조상들은 여러 가지 재료를 이용한 맛있는 음식을 만들어 훌륭한 밥상을 차리는 지혜를 보였다.>

Man's Pants (I)



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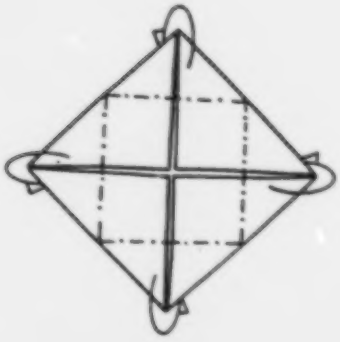
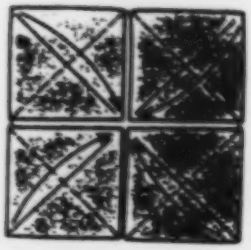


Turn the paper over and fold towards middle again.



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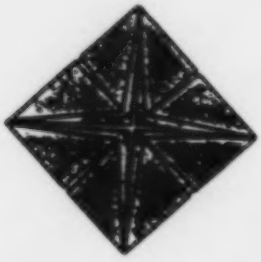

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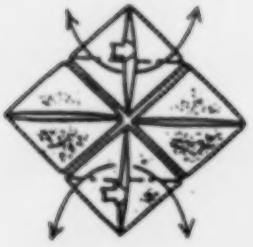
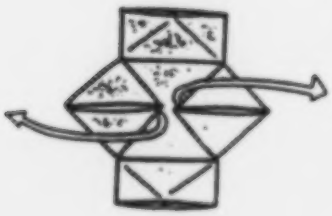
Turn the paper over.



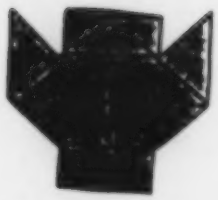
Put your finger in where the larger arrows are pointing. Pull until the paper becomes flattened out. Repeat for the corner that is right below it.

Man's Pants (2)

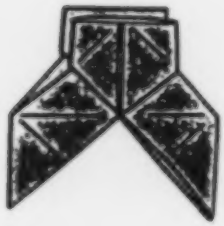


Take the two corners that are still folded and pull them out until the paper becomes flattened out. (If the top and bottom become unfolded in the process, just fold them so that they look the same as they did before.)

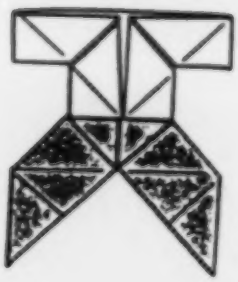
Fold the outer right hand corner in half. Repeat for the left hand corner. (The middle of the paper should not be folded at this point.)



Fold the paper in half so that the top and bottom meet together. (This fold should be in the opposite direction of the previous folds.)

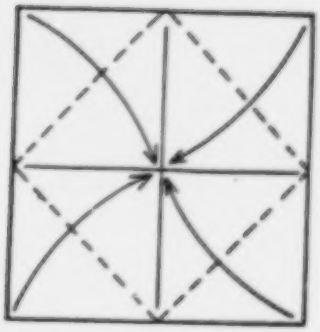


Press together and your pants are complete.

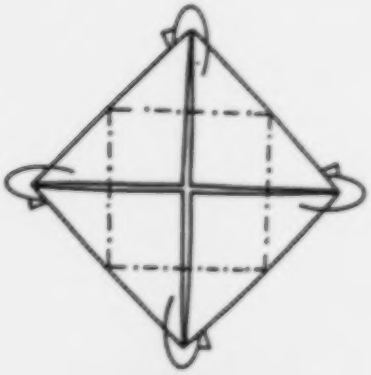


Connect the shirt and the pants and secure with glue.

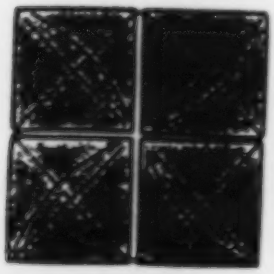
Man's Shirt (1)



Fold each of the four corners in so that it forms a smaller square.



Turn the paper over and fold towards middle again.



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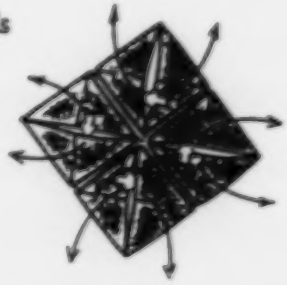
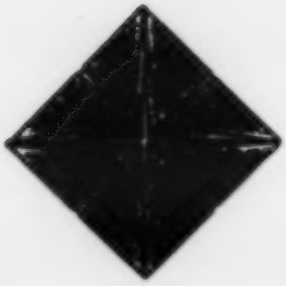


Put your finger in where the larger arrows are pointing. Pull until the paper becomes flattened out. Repeat for all of the corners.



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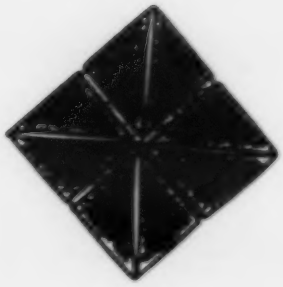
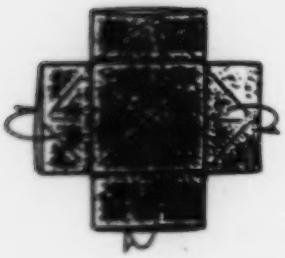
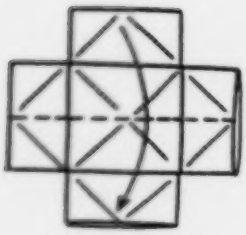


Turn the paper over.

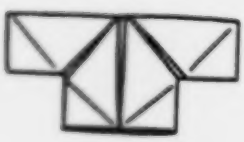
Man's Shirt (2)



Press the paper flat.



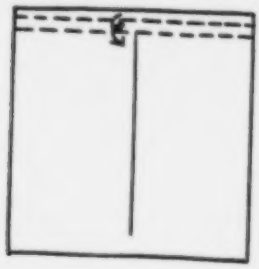
Fold in half as shown in the picture.



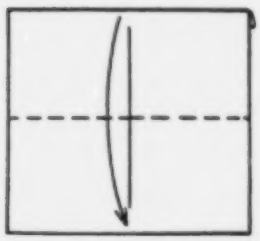
Your shirt is now complete.

Lady's Top (1)

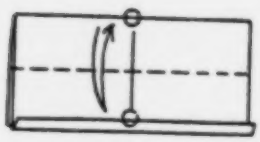
Note: When making a lady's top and skirt, the paper for the top must be 1/4 the size of the skirt paper.



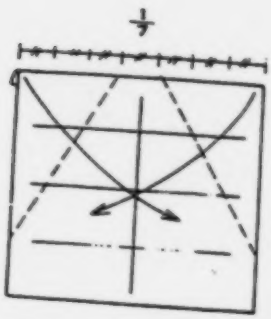
Fold a very small section of the paper as shown.
Fold over once more.



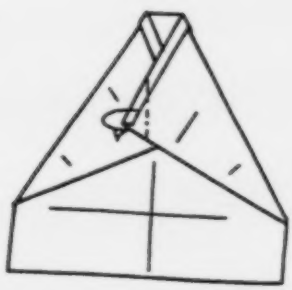
Flip the paper over and fold it in half.



Fold in half once more.
Unfold .



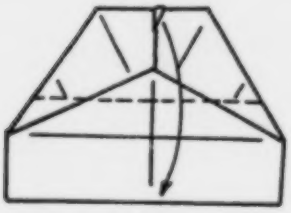
Making sure that the tiny folds are still in place, fold both sides diagonally as shown in the picture.



Make sure that the flap on the left side is under the right side flap.

Lady's Top (2)

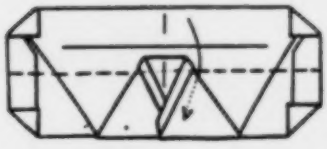
Turn the paper over. Following the fold, fold down.



Turn the paper over, and fold in half.

Fold the edges in on each side as shown in the picture.

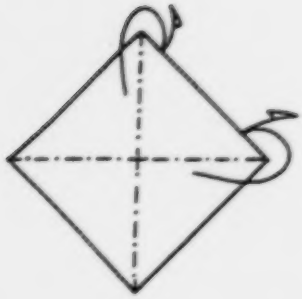
Fold in a small section of the four corners as shown in the picture.



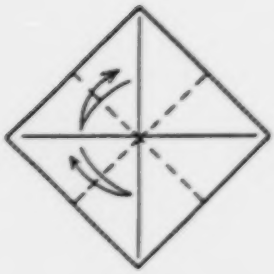
Fold in half, making sure that the top flap is under the collar.

To secure any loose parts, glue together, but do not glue bottom because it must be attached to the skirt.

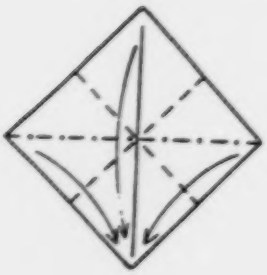
Skirt (1)



Fold the paper diagonally so that it forms a triangle. Unfold. Fold the paper in the other diagonal to form another triangle. Unfold.



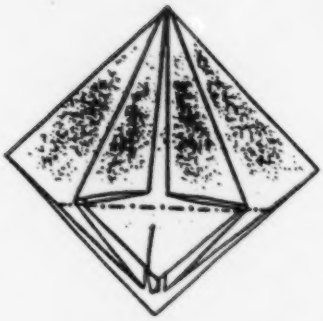
Fold the paper in half so that it forms a rectangle. Fold in half again so that it forms a square. Unfold completely.



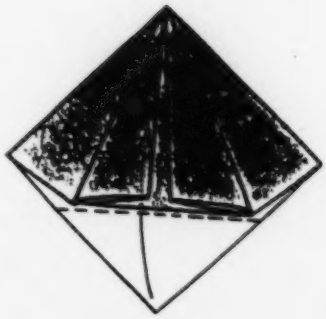
Place the paper as shown. As you fold in half, press the sides folds (dotted lines) in at the same time. (This step can be rather tricky. It should look like the next picture when complete.)

Fold the flaps (just the top layer of paper) in toward the midline.

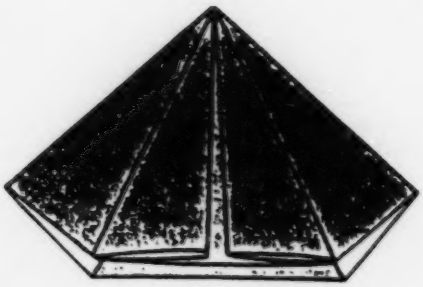
Skirt (2)



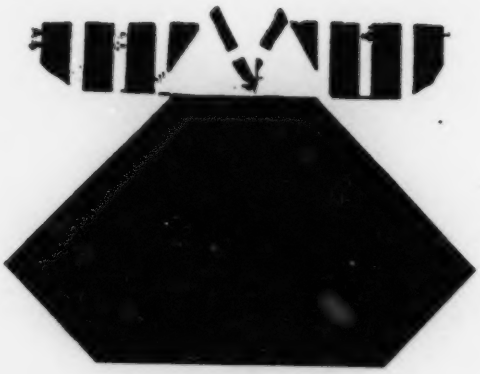
Tuck the bottom paper (still just the top layer) under, so that it does not show.



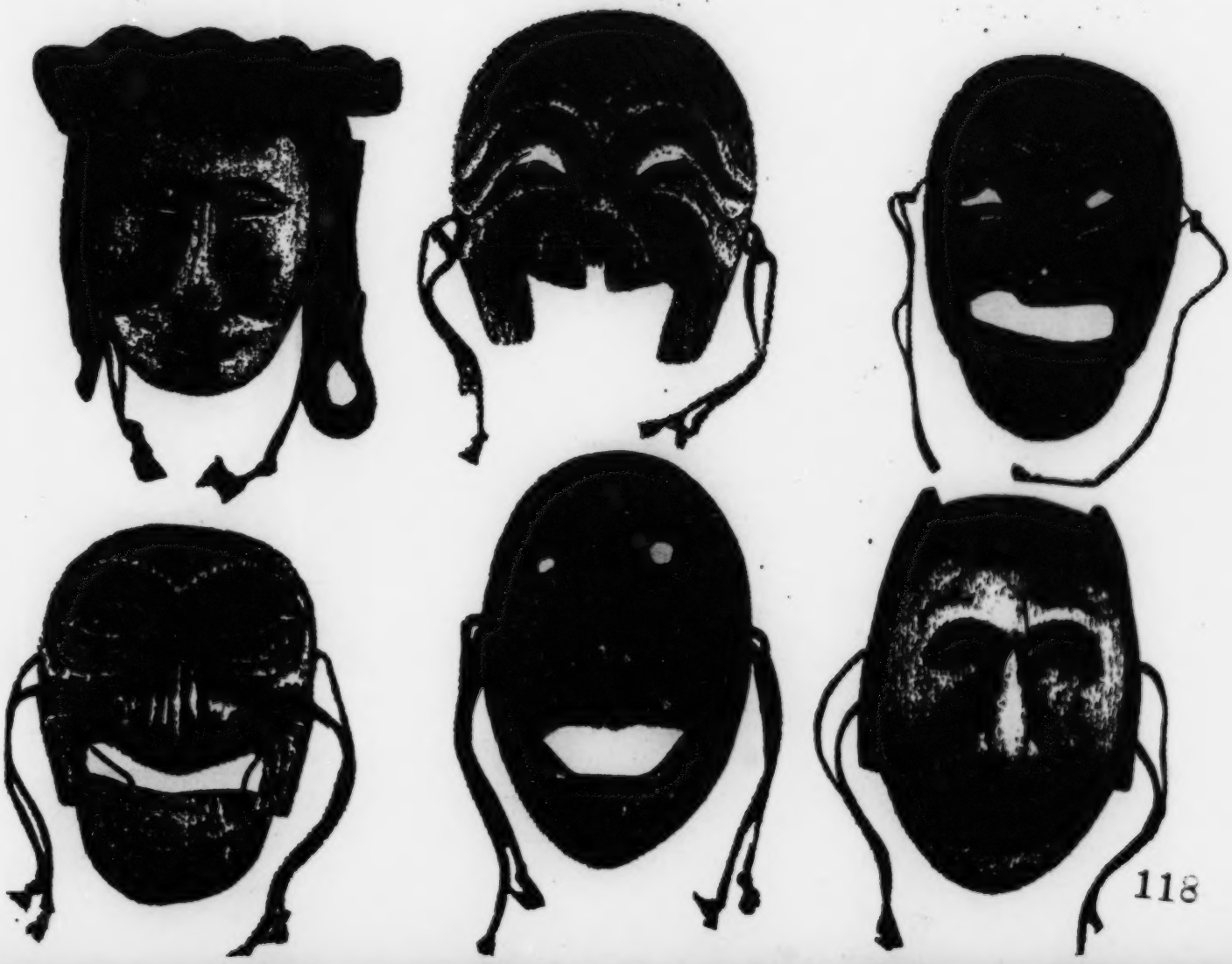
Fold the bottom layer of paper in and under so that it cannot be seen.



The completed skirt should look like this.



To secure the top and skirt, glue together.



117

118

Symbol of South Korea.

Symbol of North Korea.

	ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
ㄱ	가	갸	거	겨	고	교	구	규	그	기
ㄴ	나	냐	너	녀	노	뇨	누	뉴	느	니
ㄷ	다	댜	더	뎌	도	됴	두	듀	드	디
ㄹ	라	랴	러	려	로	료	루	류	르	리
ㅁ	마	먀	머	며	모	묘	무	뮤	므	미
ㅂ	바	뱌	버	벼	보	뵤	부	뷰	브	비
ㅅ	사	샤	서	셔	소	쇼	수	슈	스	시
ㅇ	아	야	어	여	오	요	우	유	으	이
ㅈ	자	쟈	저	져	조	죠	주	쥬	즈	지
ㅊ	차	챠	처	쳐	초	쵸	추	츄	츠	치
ㅋ	카	캬	커	켜	코	쿄	쿠	큐	크	키
ㅌ	타	탸	터	텨	토	툐	투	튜	트	티
ㅍ	파	퍄	퍼	펴	포	표	푸	퓨	프	피
ㅎ	하	햐	허	혀	호	효	후	휴	흐	히

	ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
ㄱ	가	갸	거	겨	⑤	교	⑤	규	그	⑧
ㄴ	②	냐	너	녀	노	뇨	⑥	뉴	느	니
ㄷ	④	댜	더	뎌	도	됴	두	듀	드	디
ㄹ	라	랴	러	려	로	료	루	류	르	④
ㅁ	⑤	먀	머	며	③	묘	②	뮤	므	미
ㅂ	바	뱌	⑦	벼	보	뵤	부	뷰	브	⑥
ㅅ	④	샤	서	셔	①	쇼	수	슈	스	시
ㅇ	⑦	야	어	여	오	요	우	유	으	이
ㅈ	③	쟈	저	져	조	죠	주	쥬	즈	⑦
ㅊ	⑧	챠	처	쳐	초	쵸	추	츄	츠	치
ㅋ	카	캬	커	켜	코	쿄	쿠	큐	크	키
ㅌ	타	탸	터	텨	토	툐	투	튜	트	티
ㅍ	파	퍄	퍼	펴	포	표	푸	퓨	프	피
ㅎ	하	햐	허	혀	호	효	후	휴	흐	히

A Typical School Day for a Fifth Grade Student

In Korea students in the upper elementary grades usually have forty minute periods. School usually begins at 8:30 and on most days finishes at 2:30. After school students have jobs such as cleaning their classroom, feeding the school pets, watering plants, etc. On Saturday students only have classes in the morning.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Day	Period	Math	P. E.	P. E.	P. E.	P. E.
Social Studies	Social Studies	Korean Language	Korean Language	Korean Language	Social Studies	Social Studies
Math	Math	Math	Math	Lunch	Science	Science
Science	Music	Art	Clubs	Ethics	Math	Art
Morning Assembly	Korean Language	Class Meeting	Korean Language	Home Economics	Home Economics	Ethics

Roster of Daily Classroom Duties

Day / Student's Name / Duty	Monday 월	Tuesday 화	Wednesday 수	Thursday 목	Friday 금
Class Leader 반장					
Conduct Leader 규율 반장					
Lunch Basket 점심준비					
Garbage 쓰레기통					
Bathroom Checker 변소 청소					
Windows 유리창 청소					
Lights 불 끄 기					
Messenger 연락 담당					
Substitute 보충 담당					

Write the student's name in the blank for the day and job he is responsible for.

요일 / 시간	월	화	수	목	금	토
1	조회	체육	국어	사회	실과	산수
2	산수	체육	도덕	국어	산수	국어
3	국어	산수	사회	음악	사회	자연
4	도덕	자연	음악	자연	국어	사회
5	급식	급식	급식	급식	급식	실과 or 학급회의
6	자연	실과	산수	미술	클럽	
7				미술		

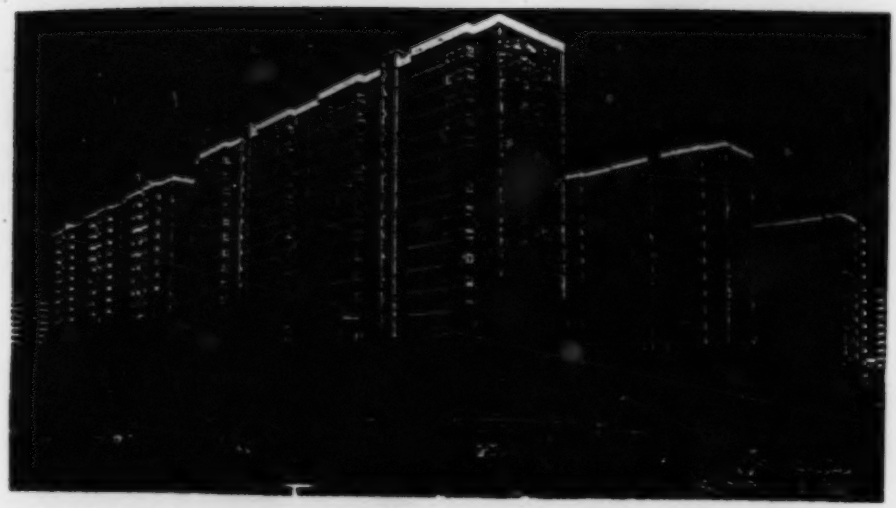
요일 / 시간	월	화	수	목	금	토
1						
2						
3						
4						
5						
6						
7						

What Things Can You Learn From This Picture

Look at this picture and discuss what things you see which are different from buildings in your neighborhood.

This picture shows a traditional building with the tile roof and sliding doors. Look at the architecture of the roof. Many buildings are still built using this architecture and these materials. Can you find information in a library book about what type of building materials would be used in such a building? Other buildings are made of cement block and steel beams so that many new buildings look just like modern buildings in our communities. In front of the building are bushes which have been shaped over many years.

<장독 : 우리 조상들은 간장, 된장, 김치 등 먹을 것을 잘 보관하는 지혜를 보였다.>



<오늘날의 집 : 오늘날에는 높은 아파트가 많이 세워지고 있으며, 집 안도 생활하기에 더 편리하도록 꾸미고 있다. >

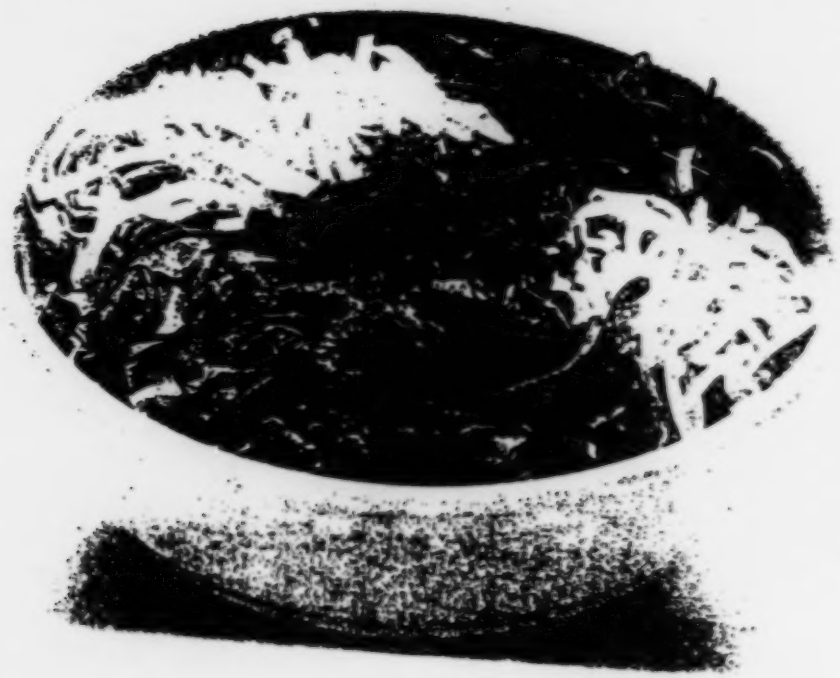
<한옥 : 양지바른 곳에 튼튼한 집을 짓고, 밝고 따뜻한 생활을 하는 슬기를 보였다. >

The lady in the picture is holding the lid of a large clay pot. Pots like these are called "hangari". They are sometimes used for storing soy sauce (made from soy beans) and kimchee. There are many kinds of kimchee, some made from Chinese cabbage, from long white radishes, from green onions, or many other vegetables. Hot red pepper makes kimchee very hot and spicy and helps to preserve the vegetables. Sometimes salted anchovies and shrimp are stored in the pots and they are stored underground. Bean paste made from soy beans is also stored in such clay pots.

<장독 : 우리 조상들은 간장, 된장, 김치 등 먹을 것을 잘 보관하는 지혜를 보였다.>

Korean children read about this traditional way of storing such foods so that they understand why some people still use these large clay pots for storage of these foods. They also would learn about how many families store these foods today. Most homes have refrigerators and store foods in the refrigerator. Other foods are stored in glass jars after processing in a "canning" plant.

The foods that most people eat in their daily meals are called "staples". For example, if you list the staples of most American families you would probably list bread, milk, potatoes, beef, chicken, peas, etc. In most Korean homes you would eat chinese cabbage (nappa), long white radish (daikon), rice, red pepper, soy sauce, soy bean paste, garlic, sesame seeds and oil, salt and onions. They eat many other foods but these probably are eaten almost every day by most Koreans.



18 비빔밥 *(Bibim Bab)*

(Mixed Rice with Soup)

4 servings

You will need

½ lb. beef, thinly sliced

Mixture A:
- 2 tablespoons soy sauce
- 2 tablespoons minced green onions
- 1 teaspoon minced garlic
- dash of pepper
- 1 teaspoon toasted and ground sesame seeds

1 tablespoon sesame oil

3 cucumbers, sliced, sprinkled with 1⅓ teaspoons salt and the liquid squeezed out.

Mixture B:
- 1 tablespoon sesame oil
- 1 tablespoon minced green onion
- ¼ teaspoon monosodium glutamate (optional)

1½ teaspoons toasted and ground sesame seeds

½ lb. bracken fronds, cut into 2-inch lengths*

1½ tablespoons sesame oil

Mixture C:
- 1 teaspoon minced garlic
- 1 tablespoon minced green onions
- 1½ tablespoons soy sauce
- 1 teaspoon sugar
- dash of monosodium glutamate (optional)
- 1½ teaspoons toasted and ground sesame seeds

⅔ lb. bean sprouts, root removed and cooked with 1⅓ teaspoons salt for 15 minutes. Drain.

Mixture D:
- 1 tablespoon minced green onion
- 1 tablespoon toasted and ground sesame seeds
- 1½ tablespoons sesame oil
- dash of monosodium glutamate (optional)

2 eggs, lightly beaten with a pinch of salt

4 cups cooked rice

Gochujan paste (Korean soybean paste. See Recipe 10.)

Mix meat well with mixture A and fry with sesame oil over high heat; set aside.

Sauté cucumbers lightly and add mixture B. Sprinkle with sesame seeds and sauté again briefly. Chill quickly—it tastes better.

Fry bracken over low heat with sesame oil. Add Mixture C and cook until soft. Set aside.

Combine bean sprouts and Mixture D. Set aside.

Make a thin omelet with the beaten eggs. Cut into thin strips.

Put boiled rice on plate or large bowl and place all ingredients on top. Mix and eat with *Gochujan* mixed with cayenne pepper.

Soup

4 servings

You will need

1 lb. brisket

Mixture E:
- 2½ tablespoons soy sauce
- ½ teaspoon minced garlic
- ½ tablespoon toasted and ground sesame seeds
- 1½ tablespoons sesame oil
- dash of pepper

2–4 green onions, cut into 2-inch lengths.

Cover brisket with 12 cups water. Simmer over low heat about 2 hours, skimming off scum as it forms. When meat is tender, remove and cut into thin pieces. Add Mixture E to stock.

Bring to a boil, adding more soy, salt and monosodium glutamate to taste. Serve with meat with soup, and garnish with green onions.

*If bracken fronds are unavailable, substitute ½ lb. eggplant, sliced crosswise then cut into thin strips. Parboil, drain and squeeze out liquid. Combine with Mixture C.

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The members of the family in the picture on the left are wearing traditional clothing. The family on the right are wearing clothes similar to the clothes we wear. Why do you think their clothing has changed? Has the clothing we wear changed over many years? Can you think of other countries which have traditional clothing which is different from what the people of that country generally wear today? Why does our clothing change?

<옛날과 오늘날의 생활 모습 : 집이나 옷차림이 옛날에 비해 많이 달라졌다. >

<학생의 옷차림 : 한복 차림이 바뀌어 교복을 입다가 오늘날에는 자유로운 옷 차림을 하기도 한다.>

Here are some children dressed in different kinds of clothing. The children on the left are dressed in the kind of clothing they wor to school many years ago. The children in the middle are wearing school uniforms. For many years all children in a particular school had to wear that school's uniform. Now there are a few schools which have uniforms but most schools let the children and their parents decide what the child will wear to school and most children wear clothing similar to children in the United States as the children in the picture on the right are wearing.

Can you think of some good reasons for wearing school uniforms? Would you like to have a school uniform for your school? Why? Why not?

In this picture a family is celebrating the first birthday of a child. The mother and grandmother will fix many special foods. Some families have at least twelve different foods. The picture shows the family sitting around a low table and wearing clothes that would have been worn many years ago. Today they would wear clothes similar to ours but would still serve the traditional foods. On the table are a book and an arrow. If the child chooses the book then tradition says that the child will become a scholar but if he chooses the arrow then he will become a soldier. Celebrations like this still keep many of the traditions of the past but some things such as the clothing and home have changed. Can you think of some our holidays for which we keep some traditions but others have changed?

<돌잔치 : 옛날부터 가족들은 기쁜 일이 있으면 함께 축하하고, 어려운 일이 있으면 서로 도와 행복한 가정을 만들려고 힘썼다.>

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In Korea a traditional celebration is held when a person becomes sixty. This is a very important age for that person. This picture shows very old traditional clothing and ways of serving the foods. Some traditional foods have changed but still wives and family prepare many special foods for such an important occasion.

<회갑연 : 잔치를 벌이고 부모님이 오래 사시도록 빌었다.>

<옛날과 오늘날의 생활 모습 : 집이나 옷차림이 옛날에 비해 많이 달라졌다. >

Through looking at these pictures we have learned that there are many customs and traditions in culture but that those change some over many years. In these pictures you can see the couple on the left dressed in very traditional clothing as a bride and groom. In the past the wife had to walk three or four steps behind the husband. Now they usually walk side-by-side and sometimes even hold hands.

Who cleans your classroom, the halls, the restrooms, the gym, and the library? In most schools in the United States someone is hired to clean the school building and take care of the playground and school yard. In Korea some private schools hire someone to clean but public schools expect the students to clean the classrooms, washing the windows and floors, dusting, emptying the wastebaskets, etc. They also help pick up papers in the school yard, feed the school pets, water the flowers, etc. Here you see the students cleaning their own classroom.

In some schools, parents help with the lunches but in other schools lunches are prepared in a central kitchen and delivered to the school. Some students bring lunches from home. Parents must also bring their children to school or have them ride a public bus or train. There are no "school buses" in Korea except for some

<분업과 협업 : 교실 청소도 여러 가지 일을 서로 나누어 맡고 돕는 가운데 이루어진다.>

private play schools. Parents sometimes give teachers gifts because they want the teachers to treat their child well. They also buy books for the school. When the students go on picnics and fieldtrips the children must pay for the bus and the parents fix the lunches for the teachers.

Each culture has many customs. In Korea children learn how to behave to show respect for their grandparents and older people in their home and community. The children in this picture have come to the front gate of the home to say, "good-bye" to the grandparents who are leaving. They are bowing to the grandparents as they leave. What are some of the customs (manners) which children in the United States are taught? Have you watched movies about China, Japan or Korea and noticed how they greet each other? How do your Korean friends greet their teacher? In many cultures the students do not call their teacher by their name. They speak to them, saying, "teacher" which is a term of respect.

<예절바른 생활 : 어린이가 어른을 공경하고, 어른이 어린이를 사랑하는 것도 예절바른 생활의 하나이다.>

The textbook from which these pictures is taken is teaching the students about traditions so that they understand the customs and culture of Korea. It is important that they understand what their grandparents and parents do and why they themselves do some things.

GAME OF YUT(YUT NORI)

-----YUT NORI is very well known traditional game in Korea. YUT consists of four sticks each of which has a up and a back sides. NORI means game in Korea. Not only children but also adults enjoy YUT NORI. especially during new year's celebrating period. from Jan. 1st through Jan. 15th.

-----There are five grades. called TO. GAE. GUEL. YUT. AND MO in YUT NORI.

TO: If only one of the sticks faces up. then that is TO.
TO makes a marker (or markers on the same place) to advance only one mesh on the YUT board.

GAE: If two of YUT sticks face up. then that is GAE. GAE makes a marker (or markers on the same place) to advance two meshes on the YUT board.

GUEL: If three of YUT sticks face up. then that is GUEL. GUEL makes a marker (or markers on the same place) to advance three meshes on the YUT board.

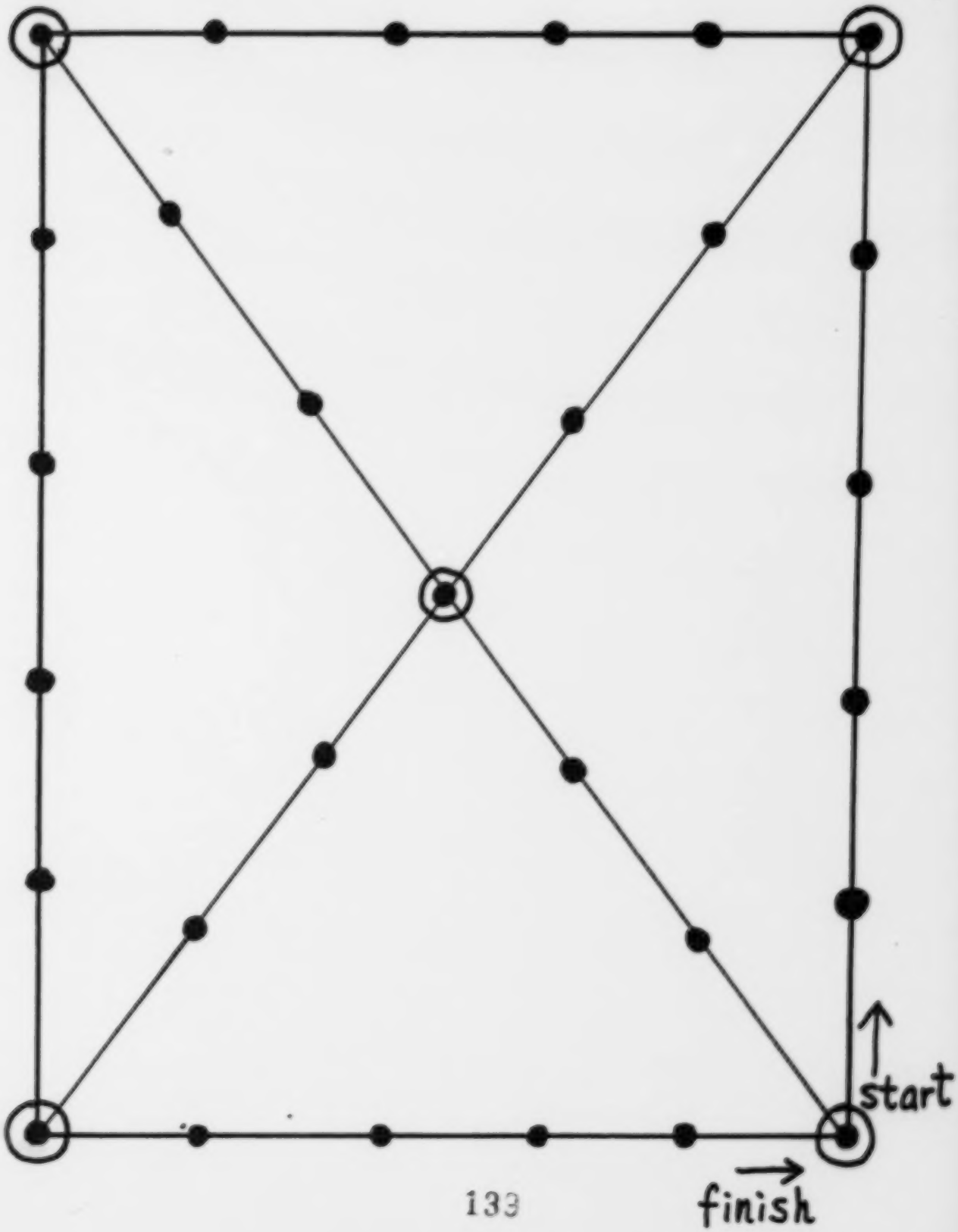
YUT: If all of the YUT sticks face up. then that is YUT. YUT makes a marker (or markers on the same place) to advance four meshes on the YUT board.

MO: If all of the YUT sticks face down. then that is MO. MO makes a marker (or markers on the same place) to advance five meshes on the YUT board.

-----In any case if other team's marker occupies the position where you want to go then take the marker away and put your marker on that position and throw YUT STICKS once more.

-----YUT board has only one entrance and one exit especially specified . Further the board has shortcut from entrance to exit. A marker can take shortcut when that takes special position on the YUT board.

(The End)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finish

Statements From Interviews With Korean Children in King School

There are many children from Korea studying in M. L. King, Jr. Elementary School in Urbana, Illinois. Here are statements some of these students made when they were interviewed. You may want to interview some Korean children in your school or community then discuss their statements with your teacher and class.

First Impression of the United States

"There are a lot of overweight people."
"I was surprised that there are so many Koreans."
"People told me that Champaign-Urbana was farmland, but I was surprised that it was very city-like."
"There are many African-Americans"
"I was surprised that there are Americans with black hair."

Things I like about my life in the U. S.

"I like to ride the school bus when I go to school."
"The grocery stores are large and they have automatic doors."
"There are lots of toy stores and arcades."
"I like french fries."
"I like pizza."
"I like the American schools because the teachers are nice."
"There are many flavors of ice cream."
"It is cheap to go swimming."

Things I dislike about my life in the United States

"I cannot say the things I want to say in English."
"The school lunch does not taste good."
"I miss my grandparents."
"It is expensive to call to Korea."
"There is more homework than I expected."
"I cannot communicate in school so I like school in Korea better."
"People cross the street even when the sign says, "Don't Walk".
"The plane ride to the United States was too long."

You may want to ask some of your Korean friends some other questions such as how they go to school. You may want to pretend that you do not understand English and see how you feel if you cannot understand what everyone around you is saying and cannot tell them what you want to do or what you think. You may want to think about how you would feel if you went to live in Korean for a while.

Korean Language and Culture Curriculum for Grades 4 and 5
Urbana School District 116
List of Resources from Champaign-Urbana and Other Libraries
Compiled by Saehee Chang

We are including this list and hope that it may be of use to you in finding resources. Explanation of Codes:
CPL: Champaign Public Library, Champaign, IL
DAN: Danville Public Library, Danville, IL
NEL: Northeastern Library, Chicago, IL
UFL: Urbana Free Library, Urbana, IL
UHS: Urbana High School, Urbana, IL
UIL: University of Iowa Libraries
UIUC: University of Illinois at Urbana-Champaign

Ashby, Gwynneth. A Family in South Korea. Minneapolis: Lerner Publication Co. 1987. (CPL, J915.19 ASH, ISBN 0-8225-1675-6)

There are some colorful photographs in this book, and the story of a young girl from a rural village is interesting. This book complements the Children of the World: South Korea book.

Beginning Word Book. (Korean-English) Iowa City: Profiles Corporation, 1992. (UFL, j495.7 BEG, ISBN 0-788336-07253)

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series I. Blindman's Daughter (Korean title: Shimchung) Seoul: Seoul International Publishing House, 1981, 1987. (UHS, j495.7 BLI)

This bilingual story depicts a close relationship between a blind father and his daughter. The daughter sacrifices her life to the sea pirates for her father's eyesight.

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series II. Two Brothers and Their Magic Gourds. (Korean title: Hungbu, Nolbu) Seoul International Publishing House, 1981. (UHS, j495 TWO)

A story of two brothers who have diametrically opposite personalities. The older brother is lazy and mean, while the younger brother is hardworking and loyal to his family. This bilingual book may be used to introduce the traditional Korean family to the children.

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series III. Herdboy and Weaver. Seoul: Seoul International Publishing House, 1981. (UFL, j495.7 HER)

A bilingual folktale for both Korean and English readers. The herdboy and the weaver are two lovers in a Korean kingdom who are condemned to live separately because they live careless lives without working diligently. Students can be introduced to traditional values such as loyalty, honesty, and hard work in this folktale.

Choi, Dong Ho (illustrator) and Edward B. Adams, Ed. Korean Folk Stories for Children. Series IV. Korean Cinderella. (Korean title: Kongjee Patjee) Seoul: Seoul International Publishing House, 1982. (UFL, j495.7 KOR)

This story is useful for students and teachers to compare the western Cinderella to the one in Korea folktales.

Choi, Sook Nyul. Year of Impossible Goodbyes. New York: Dell Publishing, 1991. (UFL, J PB Sook Nyul CHOI, ISBN 0-440-40759-1)

DuBois, Jill. Cultures of the World. Korea. New York: Marshall Cavendish Corp., 1994. (Carnegie Public Library, Charleston, IL, 951.9DUBOIS, JILL, ISBN 1-85435-582-1)

A comprehensive book on Korea, including the current economic, cultural, and political developments in South and North Korea. The pictures are colorful and up-to-date, and the reader is introduced to the lifestyles and customs of Koreans.

Discover Korea. A Teacher's Manual for Family and Home. New York: The Asia Society, 1987. (Includes an educational video approximately 20 minutes in length). This is a valuable manual that is a supplement to the video. The video is part of a three part series and tells a story of a Korean boy who lives in Suwon. The boy narrates the story and introduces the daily habits and customs of Koreans in the home. (UHS)

Discover Korea. A Teacher's Manual for School and Community. New York: The Asia Society, 1987. (Includes an educational and entertaining video on Korean schools and community life) This video and manual serves as an excellent overview of the Korean educational system and a typical community in Seoul. (UHS)

Farley, Carol J. Korea, a Land Divided. Minneapolis: Dillon Press, Inc. 1983. (CPL)

This book examines both North and South Korea, and may be ideal for a social studies class. The black and white pictures are outdated, and some of the facts are inaccurate now.

Girard, Linda Walvoord. We Adopted You, Benjamin Koo. Niles, IL: Albert Whitman and Company, 1989. (CPL, j362.734 Andrews, ISBN 0-8075-8694-3)

This short story explores the life of a Korean boy who was adopted by an American family. It is a touching story of a 9 year old who talks about his family life and his experiences growing up in the United States. The book includes some aspects of Korean culture, i.e. Korean food and clothing.

Han, Mieko S., Jae Hyun Hahn and Y. Wha-Yul Han. Korean New Year's Day. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institue for Intercultural Studies, 1978. (UFL, j495.7 HAN)

Young Soo, a recently arrived Korean immigrant boy tells his experiences going to school in the United States. He introduces Korean New Year's Day in addition to different games and customs associated with this holiday. This is a bilingual story book which will appeal to children.

Hahn, Jae Hyun, Mieko S. Hahn, and Joyce Jennings. Seven Korean Sisters. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institute for Intercultural Studies, 1980. (UFL, j495.7 HAH)

A bilingual tale about the origins of Hanbok, the Korean traditional dress and a family with seven sisters. This book is useful to introduce colors and numbers.

Han, Mieko S., Y. Wha-Yul Han and Jae Hyun Hahn. Turtle Power. Los Angeles: National Asian Center for Bilingual Education-Alhambra City Schools and Institute for Intercultural Studies, 1981. (UFL, j495.7 HAN)

A Handbook of Korea. Seoul: Ministry of Culture and Information, 1982. Later issues are available from the Consulate of Korea.

Heath, Shirley Brice. Ways with Words. Language, life and work in communities and classrooms. Cambridge: Cambridge University Press, 1983. (UIUC-Modern Languages Library, 372.6 H351w, ISBN 0-521-25334-9)

Hyun, Peter, ed. Korea's Favorite Tales and Lyrics. Charles E. Tuttle, 1986.

Jacobsen, Karen. A New True Book. Korea. Chicago: Children's Press, 1989. (UFL, j951.9 JAC, ISBN 0-516-01174-X)

A coloful and simple book that provides an overview of the Korean peninsula, the culture, the society, and the political system. The bold letters make the book easy to read and ideal for children. I think, however, it is too general and will not answer all the questions children have concerning contemporary Korea.

Jenness, Aylette. Come Home with Me: A Multicultural Treasure Hunt. New York: The New Press, 1993. (UFL, j305.8 JEN, ISBN-1-56584-064-X)

This creative book provides new ideas on introducing different cultures through games and personal stories of four children in the Boston area. Although this book is not related to Korean language or culture, the ideas in this book are useful for teachers of any language and culture.

Kim, Ki-hong. "Cross-Cultural Differences between Americans and Koreans in Nonverbal Behavior." The Korean Language: Its Structure and Social Projection. Honolulu: Center for Korean Studies, University of Hawaii, 1975.

Koh, Frances M. English Korean Picture Dictionary. Minneapolis: East West Press, 1988. (UHS, j495.7 KOH, ISBN 0-9606090-3-2)

A basic word and phrase book, but not very comprehensive. There are no color pictures and the dictionary may be too advanced for 4th grade students.

Korea: A Teacher's Guide, Focus on Asian Studies. Special Issue, No. 1 New York: The Asia Society, Fall 1986. (A resource magazine for teachers at the pre-college level) (UIL, fds 905.9 .k67 1986)

This resource guide provides a collection of short essays on Korean culture, history, politics, arts, language, and social life. Some of the materials may be outdated; however, the various viewpoints covering scholars and students, Koreans and non-Koreans alike provide an interesting and informative perspective for teachers in the United States. It is a useful background resource.

Korean through English. Book One. Seoul: Language Research Institute of Seoul National University. Hollym Corporation, 1993. (UHS, ISBN 1-56591-015-x)

A basic workbook which introduces basic words and short phrases to beginners of Korean language. May be too advanced for 3rd grade.

McNair, Sylvia. Enchantment of the World: Korea. Chicago: Children's Press, 1986. (CPL, ISBN 0-516-02771-9)

Moffet, Eileen. Korean Ways. 1986.

Moulden, Rick. Letters from South Korea. Seattle: East Asia Resource Center, Jackson School of International Studies, Thomas DR-5, University of Washington, July 1988. (UHS)

This is a useful guide for teachers since there are various activities for children to do in class. The letters are from a 12 year old girl in Seoul, and she writes about her school, her family, different Korean customs and lifestyles. The only limit is that the girl is from an affluent part of Seoul, and she may not present a "typical" Korean lifestyle.

Na, Choon Ho. Umma Hago Nah Hago. (Children's Sing Along Book and Cassette Tape) Seoul: Yerim Press, 1989. (UFL, jcsspo495.7, ISBN 89-302-5802-6)

Most of the songs are Korean children's songs and aimed for pre-school to second grade levels. There are a couple of folksongs from around the world that are sung in Korean.

O'Brien, Anne Sibley. The Princess and the Beggar. New York: Scholastic Inc. 1993. (CPL)

A beautiful folktale about a brave princess who marries an outcast beggar. The children, especially the girls will enjoy this story. The book has some nice illustrations.

Orini Maul 1. (Children's Village 1) Seoul: Woong Jin Publishing Co., Ltd. 1984. (UFL, j495.7)

This book is in Korean, but the pictures are fabulous. There are actual pictures of Korean villages, countryside, children, and different types of plants and vegetables. In addition, there are poems and stories written directly by Korean children. Book 1 focuses on the winter season and what kinds of customs there are in January.

Orini Maul 2. (Children's Village 2) Seoul: Woong Jin Publishing Co., Ltd.1983. (UFL, j495.7)

From the same series as book 1 (above) and introduces the reader to the month of February in Korea. There are colorful pictures and photographs of flowers, sea mammals (squid, oysters, salmon and various types of fish), games, activities, and different customs that Koreans follow in the South-west region. For example, there is a feature on Lunar New Year traditions,

and one chapter includes nice photographs of Korean women making food for the celebration.

Orini Maul 6. (Children's Village 6) Seoul: Woong Jin Publishing Co., Ltd.1984. (UFL, j495.7) This book introduces Korean summer and activities, customs, and food that are common in June. The teachers and children can use the pictures effectively.

Orini Maul 10. (Children's Village 10) Seoul: Woong Jin Publishing Co., Ltd. 1984. (UFL, j495.7)
Same series as the above and explores the customs, activities, festivals and games that are popular in the fall and October.

The New Oxford Picture Dictionary. Andrew-Inseok Kim and E.C. Parnwell. (UFL)

Paek, Min. Aekyung's Dream. San Francisco: Children's Book Press. (UFL)
A short tale of a Korean American girl growing up in the United States. Initially, she has difficulty making friends and adjusting to school. She thinks of Korea and wants desperately to go back home. She realizes that her new "home" is in the United States and makes friends in school.

Pellegrini, Nina. Families are Different. New York: Holiday House, Inc., 1991. (UFL, E PELLEGRINI, ISBN 0-8234-0887-6)
Another book that portrays the life of an adopted Korean child living with an American family. The Korean girl realizes that she is not the only child who has a different looking family. This book is also based on the real experiences of the author's daughter and provides different images of the traditional family in society.

Savada, Andrea Matles, ed. North Korea: A Country Study. Federal Research Division, Library of Congress, June 1993. (UFL, 951.93, ISBN 0-8444-0794-1)

Seros, Kathleen, adapted by. Sun and Moon: Fairy Tales from Korea. Seoul: Hollym Corp. 1983. (UFL, ISBN 0-930878-25-6)

Shepheard, Patricia. South Korea. Chelsea Press, 1988.

Sobol, Harriet Langsam. We Don't Look Like Our Mom and Dad. New York: Coward-McCann, Inc., 1984. (UFL, j362.734 SOB, ISBN 0-698-20608-8)

This touching book describes the experiences of two Korean boys who were adopted by a family in the United States. They are brothers by adoption and undergo various experiences and feelings. This story is a unique piece that provides some insight to adopted Korean children in the United States. The book displays black and white photographs of the family.

The Son of the Cinnamon Tree/The Donkey's Egg. Elizabeth, NJ: Hollym International Corporation, 1990. (UFL, ISBN 0-930878-93-0)

Two famous Korean folktales. The first story touches on topics like nature, fairy maiden, traditional marriage and living in harmony.

Suyenaga, Ruth with Young Sook Kim and Young Mi Pak. Korean Children's Day. (Children's Book and Cassette Tape) Cleveland, Ohio: Modern Curriculum Press, Inc. 1992. (UFL, jcshol Kor cop.1, ISBN 0-8136-2292-1)

This read along book with cassette tape provides children with a unique story of a Korean boy who teaches other American children about Korean Children's Day, an annual tradition for all Koreans. There is a simple song addressing body parts and a basic vocabulary word list depicting Korean dishes.

Takaki, Ronald. From the Land of Morning Calm. The Koreans in America. New York: Chelsea House Publishers, 1994. Adapted by Rebecca Stefoff. (DAN, 973.0495.TAK, ISBN 0-7910-2181-5)

A thorough history book which traces Korean immigration to the United States and the experiences of Korean immigrants. The author also incorporates current issues such as the Los Angeles Uprising, Sa-i-gu, in 1992 and covers the hardships of immigrant lives. This work provides a necessary view on Korean Americans unique experiences. There are some interesting black and whilte pictures of Koreans.

Tolan, Sally, ed., Mary Lee Knowlton and Mark J. Sachner. Children of the World. South Korea. Milwaukee: Gareth Stevens Publishing, 1987. (CPL)

This book serves as an excellent resource book with actual photographs of a Korean household. The story is told from the view of an 11 year old boy living in Seoul.

Vorhees, Duance and Mark Mueller. The Snail Lady. and The Magic Vase. Elizabeth, NJ: Hollym Press, 1990. (UFL, j495.7 VOR, ISBN 0-930878-89-2)

Two bilingual folktales that children can relate to easily. The stories are easy to follow, and the colorful pictures will easily stimulate children.

Vorhees, Duance and Mark Mueller. The Woodcutter and the Heavenly Maiden. / The Fire Dogs. Elizabeth, NJ: Hollym Press 1990. (UFL, j495.7VOR)
Two folktales in Korean and English. The pictures are quite coloful and depicts traditional Koreans and mythical figures and animals. Additional Sources:

Zong, In-sob. Folk Tales from Korea, Routledge and Kegan Paul, 1952. (Reprinted by Hollym Corporation, Seoul and Elizabeth, New Jersey)

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